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ABSTRACT

These proceedings contain three reports of improvement programs designed to help students to succeed in large urban school systems. In the first report, the "Achievement Goals Program" (AGP) is described as a highly structured, objective based instructional program in reading and mathematics carried out for the purpose of reducing racial isolation in San Diego, California, public schools. The design, instructional techniques and activities of the program, which includes grades K-6, as well as student achievement data are discussed. The second report examines the objectives and strategies of various New York City school improvement programs. Areas considered include administrative style, school climate, teacher expectations, and assessment procedures. Also discussed is the promotional policy of the New York City school system, as implemented in exemplary reading, mathematics and writing programs. The third report describes the objectives, rationale, and outcomes of "Mission Excellence," a diagnostic-perscriptive approach to individualized instruction carried out in Philadelphia, Pennsylvania public secondary schools. Criteria that will be used to evaluate this program are also discussed, as are guidelines for implementing such an approach. (JCD)

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Proceedings

The First Conference of the University/Urban Schools National Task Force: What Works in Urban Schools

October 23 & 24, 1981
New Orleans

Edited by
Richard M. Bossone

Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

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INTRODUCTION

In the ongoing emotional debate as to whether or not urban schools are effective, this publication should contribute to making the debate more rational because it offers a factual view of school systems. One of the goals of the University/Urban Schools National Task Force is to share information about what works in urban education. Although many researchers are turning up evidence about what makes a successful school, few are striving to bring this to the attention of critics of public education. To this end the University/Urban Schools National Task Force has decided to publish its Proceedings, Proceedings that will review and describe programs that help students to succeed in large urban school systems.

A major objective of these Proceedings is to describe educational practices and outcomes that have particular focuses, assumptions, and educational theories and research findings. More specifically, these Proceedings contain three reports presented by the administrative leaders of the San Diego, New York, and Philadelphia public school systems. San Diego stresses a particular kind of mastery learning and research by Bloom and his associates. New York emphasizes school effectiveness and has taken for its evidence the relevant theories and research findings of Edmonds, Guthrie, and Weber. Philadelphia bases its theories and research on individual diagnostic/prescriptive learning from programmed instruction and from learning disabilities.

The differences in the programs tend to be ones of focus or target.

In San Diego, the target is improved performance on a standardized test by students in minority imbalanced schools (K-12). The primary means by which the target is to be "hit" is mastery learning; a systematic, evidenced-based, self-correcting instructional program. Research findings from three other "traditions" (time-on-task, direct instruction, and classroom distractions/interruptions) also are incorporated into the Achieving Goals Program.

In New York City, the focus or target is school effectiveness. While recognizing the importance of the "teacher-student dynamic," the emphasis is on five major school factors identified by Edmonds, rather than instructional program factors or classroom (i.e., teacher-student dynamic) factors. As in the case of San Diego, a series of other programs or projects have been initiated in the New York City public schools: (1) the Local School Development Project (which also focuses on school factors), (2) the Exemplary Projects of the Gates Program (instructional programs designed for remediation), (3) the Economic Development Council's Mastery Learning Project, (4) the American Federation of Teachers' Teacher Centers (based largely on the results of the so-called teacher effectiveness research), and (5) the Writing Proficiency Program.

In Philadelphia, the focus or target is "secondary schools with a significant number of students with basic skills deficiencies." A comprehensive plan involving the application of urban school research has been designed so the target can be achieved. The components of the

plan are labeled objectives, of which there are twelve. The components deal with both school and instructional program factors, stopping short of classroom factors.

If the twelve Philadelphia objectives are compared to the five New York City school effectiveness factors, the similarity is striking. The parallels are listed below.

New York City	Philadelphia
1. --strong leadership	Obj. 4. --competent staff
2. --healthy school climate	Obj. 5. --supportive school environment
3. --high expectations concerning student learning	Obj. 2. --high expectations
4. --emphasis on basic skills instruction	Obj. 7. --commitment to basic skills
5. --monitoring of achievement	Obj. 12. --periodic evaluation

Now, if the Philadelphia objectives are compared with the San Diego program design a new set of similarities emerges. Again, the parallels are displayed below.

Philadelphia	San Diego
Obj. 3. --clearly defined objectives	1. --establishing objectives
Obj. 6. --structured curriculum	2. --sequence skills
Obj. 8. --productive teaching strategies	3. --teaching techniques; direct instruction
Obj. 9. --sufficient instructional time	4. --classroom distractions and interruptions
Obj. 10. --effective use of materials	5. --development and provision of materials to teachers

The overlap of San Diego and New York City is somewhat minimal due to the different emphasis of each program. But simply, San Diego focuses on instructional program factors rather than school factors.

One question applies to all projects included in these Proceedings: Are we so serenely confident that the tests which dominate our evaluations are measuring those things we should consider objectives, viewed in the context of the likely future of today's students?

The "bottom line" in all reports was a score on a standardized, norm reference test. Demands for evidence of school effectiveness, mainly brought about by politicians and the courts, have forced many large urban school districts to relie heavily on such tests. These tests are typically available at relatively low costs to schools and as a result they are widely used. Unfortunately, curriculum validity is rarely examined. Indeed, the unchallenged assumption of the basic correctness of present curriculum and definition of the basic skills should be considered in depth. We are in a period of rapid change, which will dictate new skills and render some skills obsolete. Textbooks and tests are strongly conservative forces in curriculum. In this age, can we afford to continue their unchallenged dominance? In future meetings, the Task Force will explore other valid criteria. But the fact remains that San Diego, New York, and Philadelphia do have successful programs as evaluated by available measures of success.

By recognizing successful models, we hope to get other school systems to implement them or at least parts of them. Also by encouraging

university and school personnel to form an alliance, we hope to have both groups share the responsibility for helping students succeed and become lifelong learners. Equally important, by having university and school personnel work together rather than attack each other, we hope to have all concerned people see education as a continuum rather than separate educational divisions: elementary school, high school, college and university.

Let these Proceedings, then, be considered an attempt to engage in a dialogue about what works in urban education, and let us all begin now to help each other understand the worth of such education by accentuating facts rather than emotions.

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ACHIEVEMENT GOALS PROGRAM FOR READING AND MATHEMATICS: GRADES 1-6

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INTRODUCTION

The San Diego Unified School District released scores from the Comprehensive Test of Basic Skills (CTBS), administered spring, 1981, which showed that students in minority isolated schools had made dramatic improvement in reading and mathematics achievement. Reading subtest scores were 4.8 percent higher than in spring, 1980. Math scores were up 12.6 percent, exceeding the publisher's median at all grade levels, 1-6. Credit for this remarkable increase goes to a district-developed basic skills instructional program, the Achievement Goals Program (AGP).

The upturn in test scores resulting from AGP is unusual in a school district with San Diego's demographics. San Diego Unified is the second largest district in California and is among the ten largest in the United States. The district enrolls 112,040 students, K-12, operates 166 elementary and secondary schools, and employs 5,226 teachers. Ethnic enrollment is 52 percent Caucasian, 19 percent Hispanic, 14 percent Black, 13 percent Asian, and 2 percent Alaskan Indian. In the year measured by improving test scores, minority enrollment increased from 42 to 48 percent.

The history of the district's efforts to integrate its schools and improve the education of its minority students is relevant to the development of AGP. As in all large city districts, de facto segregation resulted

in minority isolated schools. California Superior Court, District 21, filed an action in 1967 to integrate the schools. After ten years of inaction, pending settlement of similar suits, the case was finally heard in 1977. The Court ordered the district to present a plan to alleviate racial isolation in 18 elementary and 5 secondary schools with minority enrollments of 80 percent or more. The result was the "San Diego Plan for Racial Integration," a joint effort of staff and a broadly representative Citizens Advisory Commission for Racial Integration. The 70-member Commission met throughout the city over a three-month period to elicit opinions from parents and other local citizens. Several members of the Commission traveled to Dallas, Denver, and Houston to learn how these cities had acted to desegregate their schools.

The San Diego Plan was accepted by the Court for the school year 1977-78, and has remained in effect, with modifications, since that time. Under the plan, students are transported on a voluntary basis to magnet school programs and career centers. A Voluntary Ethnic Enrollment Program (VEEP) allows other students to leave schools of residence to improve the racial balance at schools to which they transfer. Also included in the plan are specialized learning centers where classes from predominately minority and majority schools learn together one day a week; in addition, semester-long exchange programs exist between schools.

Plan developers realized that student movement alone would not accomplish integration, defined by social scientists as "harmonious interaction among races." Therefore, a human relations program was mandated for all staff and students at school sites and for all district

support staff. In addition, a staff development component was added to the plan to promote a receptive educational atmosphere and to implement a new multi-cultural curriculum.

Of the district's 112,040 students, 44,000 are involved on a full or part-time basis in integration programs. However, many minority students still remain in racially isolated schools. Before AGP, test scores at these schools were well below district and national norms, a fact that concerned the Board of Education, District Administration, and the Court.

In spring, 1980, the Court appointed a team of experts, Dr. Courtney Cazden, Professor of Education, Harvard University; Dr. Richard Green, West Area Superintendent of Minneapolis Public Schools; and Mr. Joseph Rosen, formerly Area Superintendent in the Chicago Public Schools. The charge to the examiners was to "monitor, analyze, and evaluate the quality and methods of education in all minority isolated schools and recommend steps that should be undertaken to make certain that in all such schools the quality of education is at the superior level and that all children are inspired to achieve ...."

The team's report called on the district to rethink its policy of downward delegation of authority from central administration to site principal. The autonomy encouraged by this policy seemed to have resulted in complacency. In a questionnaire, submitted to principals in minority schools by the team, most principals perceived that their schools offered quality education and blamed low test scores and poor attendance on socioeconomic factors. The experts challenged this view, citing new

research that indicated if schools were properly run and teaching objectives clearly understood, all children could learn. The report recommended that principals exert vigorous instructional leadership to raise achievement scores and that they be evaluated in terms of student achievement.

Following receipt of this report, the district proposed to the Court 1) the setting of annual pupil achievement goals in minority schools for the years 1980-83, and 2) rapid development of an instructional program through which these goals could be achieved. Following a May 20, 1980 hearing on the proposal, the Court ordered the district to proceed "forthwith" with planning and development of a curriculum, which became known from its inception as the Achievement Goals Program.

Two factors enabled AGP development to begin in spring, 1980. First, an Elementary Schools Task Force had concluded five years of research into the relationship between student achievement and various instructional methodologies advocated by nationally recognized educators, which allowed it to build a basic skills instructional program incorporating the most successful elements of programs studied. Second, the district had been awarded an ESEA, Title II, Basic Skills Improvement in the Schools grant to develop and pilot a comprehensive basic skills curriculum based on the research. Because specifications written into the grant application paralleled AGP specifications, Title II was used to partially finance the program.

The district studied ideas developed by Benjamin Bloom and other advocates of mastery learning. In spring, 1980, the Deputy Superintendent

for Instruction and the Director of Evaluation Services visited Dr. Bloom and the May Elementary School in Chicago, where mastery learning materials were being field tested. In addition, developers of the Chicago program came to San Diego to provide background about the Chicago Mastery Learning Program.

The decision was made, however, not to adopt the Chicago program and materials. Reasons for this were major differences between the organization of the Chicago and the San Diego Schools, the State adopted materials used by San Diego, and the nationally standardized tests used by our district. In addition, San Diego had successfully applied research into time-on-task[1], direct instruction[2], and classroom distractions and interruptions[3], and wanted to include elements of these programs in AGP (See Attachment 1).

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[1]Time-on-task, academic learning time, or teacher effectiveness are terms used to refer to educational research that compares class achievement with how teachers and pupils spend their time in the classroom. Achievement gains are directly affected by the amount of time teachers spend on instruction toward identified objectives and students spend actively engaged in learning activities.

[2]Direct instruction includes a set of teaching behaviors focused on academic matters where objectives are clear to students, time allocated for instruction is sufficient and continuous, content coverage includes all objectives to be assessed, pupil performance is monitored, questions are at a low cognitive level and produce many correct responses, and feedback to students is immediate and academically oriented. In direct instruction, the teacher focuses on identified instructional objectives and materials, controls the pacing of the instruction, and structures the interaction of the pupils. Instructional content, pacing, and methods as well as pupil achievement are monitored by a supervisor.

[3]San Diego City Schools, in cooperation with the Far West Regional Laboratory in San Francisco, conducted research which confirmed negative effects of classroom interruptions and distractions on student achievement.

In a court order issued in September, 1980, the judge warned that unless AGP proved its workability by June, 1981, he would select and impose another program. "Workability" was defined as improving CTBS scores in reading, language, and mathematics at schools with over 70 percent minority population by 25 percent between spring, 1980, and spring, 1981, when the program had been in effect for just one year. Further, the Court set an overall achievement goal of bringing CTBS scores at all minority schools in parity with national norms by 1983-84, with 70 percent of the students achieving at national norms. The magnitude of the effort to achieve this goal is apparent when it is understood that the median percentile ranks of subtest scores in some of the schools were as low as 21 and the average for the Court identified schools was 44 percent.

The Court subsequently amended its order in December, 1980, to stipulate that the district "implement a course of study in all minority isolated schools which will result in 50 percent of the students achieving at or above the national norm on the CTBS (reading, language, and mathematics)." A timetable for achievement also was set:

TIMETABLE FOR ACHIEVEMENT

Grade	Year
K	1982
1,2	1983
3,4,5,6	1984
7,8,9,10,11,12	1985

In order for AGP to be introduced into the schools by the beginning of September, 1980, a comprehensive plan was put into action:

1. Instructional units in reading and mathematics grades 1-6, were written, edited, and printed during summer, 1980. Initial units were in the schools by the start of instruction in September, 1980. Curriculum writing and materials production continued throughout the year. In terms of total materials for the school year 1980-81, AGP included teachers' guides containing basic, reteaching, reinforcement and extension lessons, work sheets, unit tests, and homework for 12 math units at each of six levels and from five to six reading units at each of nine levels.

2. Delivery schedules were worked out to ensure the schools would receive unit packets on time and in sufficient quantities.

3. Paid in-service participation introduced the entire staff (teachers, principals, aides) at participating schools to AGP and familiarized teachers with the materials and required teaching techniques.

4. A trained AGP resource teacher was appointed at each participating school to support classroom teachers.

5. Parent advisory groups were empaneled at each school to examine the program and provide feedback.

During the 1980-81 school year, AGP was implemented in grades 2-6 for reading and grades 1-6 for mathematics in 15 minority isolated schools,

and two majority schools. In addition, two predominantly white schools used the program in one or both subject matter areas.

AGP PROGRAM DESIGN

Although the elementary AGP in reading and mathematics was developed to raise student achievement levels in minority schools, it was in no way a remedial program. Instructional units were designed for students of all ability levels and contained basic, reteaching, extension, and reinforcement materials.

AGP curriculum design is summarized as follows:

1. The content of the reading and mathematics programs were based on instructional domains and areas in the State Frameworks and assessed by the California Assessment Program and the Comprehensive Test of Basic Skills.

2. Basic textbook series in reading and in mathematics, currently adopted in most schools, were used in the program.

3. The instructional units were designed to focus on specific objectives. Units average ten days of instruction (See Attachment 2).

   a. <u>AGP units were more focused</u>. A limited number of objectives were selected for each unit. All materials not focusing on these objectives were deleted. Many of the teaching ideas taken from publishers' manuals were condensed.

   b. <u>AGP units were more structured</u>. An instructional

design similar to mastery learning included basic lesson plans focused on unit objectives.

4. Tests were given at the end of each unit to measure students' mastery of objectives. Students not passing the first unit tests were given an additional three days of re-teaching with new materials related to the objective and then given a second unit test to assess mastery. Students who were still below mastery level were given individualized instruction at other times during the school day.

Students who passed the first unit test were provided instructional activities which extended unit concepts. The needs of students who passed the unit tests ahead of schedule were met by rapid movement through advanced reading levels and enrichment units in math.

Students were tested on an ongoing basis (approximately quarterly) to determine if they had retained previous learnings and to provide reteaching opportunities in problem areas.

Techniques for instruction and program management were specified for AGP units:

1. Students were taught in groups. Classes were divided into two instructional groups in mathematics and three in reading. Placement at appropriate levels was determined by placement indicators and teacher judgment.

2. The classroom teacher provided direct instruction to each group and to students needing reteaching. Other staff members also provided extension and enrichment to students who

did not require reteaching and individualized instruction to students who needed special assistance.

3. Students assigned seatwork were monitored to ensure that they were continuously working on the assignment related to unit objectives.

4. Uninterrupted classroom time was designated daily during morning periods for reading and mathematics. Classroom seating arrangements and procedures were designed to decrease distractions and increase the teacher's ability to monitor effectively.

5. AGP was monitored through classroom observations to ensure:

   a. Minimum requirements were met for correct use of materials and adherence to pacing or time-on-task schedules.

   b. Classroom teachers maintained progress charts for reading and mathematics that showed the achievement record for each student in the class.

6. Responsibility for AGP was defined and shared by all elementary school staff including the Assistant Superintendent; Elementary Schools Division; regional directors, principals, teachers, instructional aides; and other staff assigned to schools in the program.

The Elementary AGP Reading Program

The reading program was developed around the Ginn 720 textbook series. As in Ginn, the reading program was divided into 13 instructional levels, each with five or six instructional units.

Each unit focused on an important comprehension objective. These objectives, cycled throughout the six years of the program, follow:

The student will

1. recall literal details.
2. recall ideas read when they are stated in different words.
3. recognize main ideas.
4. understand descriptive words.
5. draw conclusions and inferences.
6. recognize cause and effect relationships and the sequence of ideas presented.
7. recognize word meanings from context.
8. understand figurative language.
9. recognize organizational patterns.
10. distinguish among fact, fiction, and opinion.

In addition to the vocabulary developed in the reading program, an additional word building strand based on a standard word list was included. For each week, two new words were introduced each day and other words introduced on previous days were reviewed during a five-minute activity.

The Elementary AGP Mathematics Program

The mathematics program was built around district objectives and used a graded series with 12 units of instruction for each grade level, 1-6. Because classes were organized around two instructional groups, each group used a different grade level text.

Each day before group instruction began, the entire class participated in a five minute warm up drill. The chart below illustrates the plan for handling two-group instruction.

PLAN FOR HANDLING TWO-GROUP INSTRUCTION

TIME	GROUP 1 LESS ACADEMICALLY ORIENTED	GROUP 2 MORE ACADEMICALLY ORIENTED
5 min.	DRILL - WHOLE CLASS	
25 min.	DIRECT INSTRUCTION by Teacher	SEATWORK Related to Instruction by Teacher
25 min.	SEATWORK Related to Instruction by Teacher	DIRECT INSTRUCTION by Teacher
TOTAL 55 minutes		

Optional unit pacing schedules allowed teachers to select a plan that met class needs (See Attachments 3, 4, and 5.)

Mathematics AGP units were translated into Spanish for use in classes where students were instructed in their primary languages.

AGP RESULTS

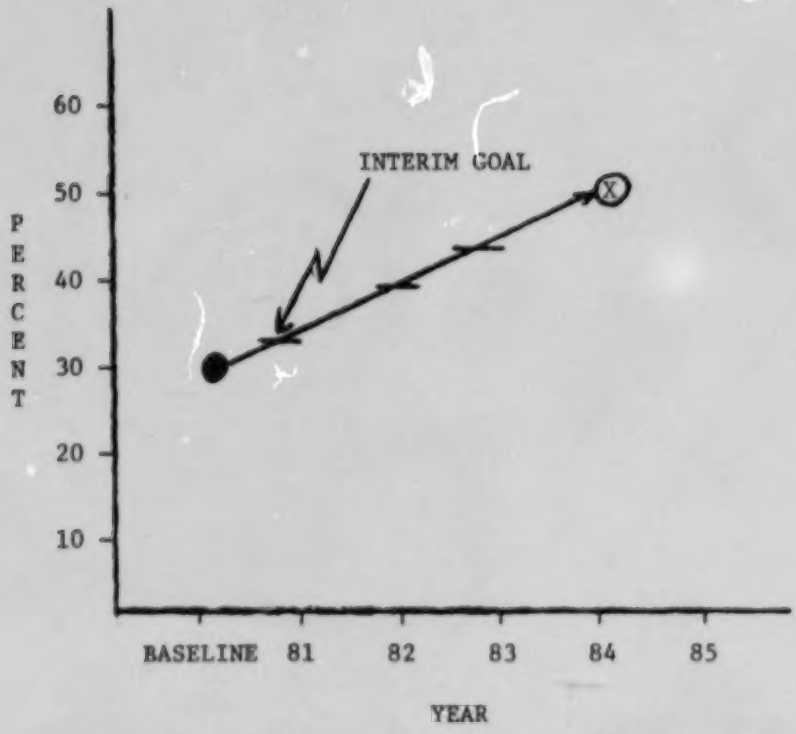
Academic Achievement

Improvements made in AGP testing results in one year in the district have been described by testing experts and the media as "dramatic." As measured by the CTBS administered in spring, 1981, achievement goals set by the Court for student performance in minority schools were met or exceeded in reading and mathematics at almost every grade level. And even the two grade levels that fell below projections in reading also improved. In addition, data from the California Assessment Program administered in spring, 1981, also were positive.

The Court had ordered the district to implement a course of study in minority isolated schools that would result in 50 percent of the students achieving at or above national norms on the CTBS in reading, mathematics, and language: kindergarten by 1982; grades 1 and 2 by 1983; grades 3, 4, 5, and 6 by 1984. The Court also ordered the district to obtain student achievement results by the end of 1980-81 school year that "reflect significant achievement toward these goals." A total of 15 elementary schools implemented the AGP in reading and mathematics beginning September, 1980, and a language program was introduced into the schools for the 1981-82 school year.

To graphically illustrate progress toward the "Court-Set Goals," the district set up graphs for each grade level in reading, mathematics, and language (See graph below). Baseline data were derived from the spring, 1980, CTBS Testing, Form S and create the point from which the schools were expected to progress toward the Court's specified goals.

COURT-SET GOALS



NOTE: The Court's Goal is indicated by (X) with interim goals marked off at yearly intervals along a linear projection from baseline to the goal.

Attachments 6 and 7 show that interim goals for 1980-81 have been met or exceeded at every grade level in mathematics and at all grade levels except grades 4 and 5 in reading. Gains of 17.3 percent in reading and 17.8 percent in math at the sixth-grade level were particularly noteworthy. Attachment 8 gives data from which the charts were compiled.

Although the "Court-Set Goals" were stated in terms of percent of students scoring at or above the national norm, other summary statistics provide insights into the changes in student achievement. Attachment 9

contrasts the median percentiles and grade equivalents from spring, 1980 to spring, 1981. A review of the "Change" column reveals that 10 of the 12 median percentile values increased from 1980 to 1981. Double-digit gains are recorded at two grade levels for mathematics.

California Assessment Program (CAP)

Achievement gains at AGP schools reported by the CTBS were further validated when results of spring, 1981, California Assessment Program (CAP) testing were received. CAP tested third and sixth graders in basic skills areas. At both grades 3 and 6, district scores in reading and mathematics increased as compared to 1980, and exceeded statewide scores, which also gained. At grade 6, San Diego students' gains in both subject areas were greater than statewide gains.

AGP schools can be largely credited for the district's exemplary CAP testing performance. Although minority impacted schools enrolled only one-eighth of the district's students, 80 percent of the grade 3 math gain and 100 percent of the reading gain were made by these schools. At grade 6, one-third of the gain in both reading and mathematics were attributed to minority schools.

Attendance

AGP elementary schools were in the forefront of a district effort to improve attendance for the 1980-81 school year. The district as a whole reduced unexcused absences by 25.3 percent. In contrast to this average, schools identified by the Court as minority-isolated reduced absences by 38 percent (September-June calendar) and 29 percent

(year-round calendar).

Although each AGP school implemented a principal and staff developed plan to reduce absences, much of the credit was attributed to the AGP instructional program that reinforced students' feelings of success through its format of teaching, testing, and immediate reteaching. Replying to a questionnaire about AGP, 62.3 percent of third and sixth grade students said that they felt better about going to school in 1980-81.

Staff Morale

Staff perception of AGP was positive at the start of the school year and steadily improved. On quarterly staff questionnaires, with a rating scale from one (low) to five (high), values assigned by teachers to the math program moved from 3.54 to 3.80; for reading, values increased from 3.52 to 3.96. These were significant considering the fact that AGP was a mandated program thrust upon teachers and schools with little preparation time, limited in-service, and an unfamiliar teaching technique.

Parent Attitudes

Parent response to AGP was very positive as determined by a survey and feedback from school advisory councils and parent volunteer groups. Over 82 percent of parents questioned felt more satisfied with their children's progress in school during 1980-81 than they had the previous year; over 72 percent felt their children liked to go to school more than they did the previous year; and nearly 86 percent said their children

read more at home.

AGP - PAST, PRESENT, AND FUTURE

The AGP, as described in this report, is a highly structured, objective-based instructional program in reading and mathematics for grades K-6. It was developed and implemented by the San Diego Unified School District as a result of a California Superior Court order to improve academic achievement in minority isolated schools. Fifteen schools identified by the Court and two volunteer schools participated in the program during the 1980-81 school year.

AGP has proved itself worthy of a place in modern educational history. Goals set by the Court were thought of as "impossible dreams" for schools with depressed achievement records. Yet, as evidenced by scores from the CTBS administered in spring, 1981, the district met or exceeded the goals.

Because of its success in improving student achievement, AGP is being extended to other subject areas and grade levels. It is projected to become the basic skills instructional program for the district. Attachment 10 charts proposed AGP development through 1985-86. The 1981-82 program is progressing as scheduled:

1. AGP reading and mathematics units, grades 1-6, have been revised and are in use at 16 minority isolated schools and five schools with 70 percent or more minority population. In addition, ten volunteer schools are implementing the mathematics or reading program.

2. AGP reading and mathematics units for kindergarten have been developed and are in use in the above schools.

3. An AGP mathematics program for grade 7 is being piloted in five junior high schools.

4. At the same five junior high schools, an AGP combining reading and social studies is being piloted.

5. An English language arts program with an AGP format is being implemented at all district schools. Instruction interrelates the communication skills of writing and oral language.

6. Bilingual reading and language units for Spanish primary language classes are in use, K-4. Curriculum with the AGP format, using AGP objectives, is built around Spanish language readers.

7. Bilingual AGP mathematics units for Spanish primary language classes are in use, K-8. These units are translated from the English materials.

8. Bilingual reading/social studies AGP units for Spanish primary language classes are being piloted in grade 8. Spanish language textbooks are the core curriculum for these units.

RESEARCH BASE OF ACHIEVEMENT GOALS PROGRAM

Time on Task Research

Focus instruction on objectives to be tested.
Ensure sufficient learning time on objectives.
Relate all pupil seat work to objectives.
Provide for high rate of pupil success.
Teach pupils in groups.
Monitor all seat work.
Provide immediate correction of pupil work.

Direct Instruction Research

Specify objectives.
Specify format of how to achieve objectives.
(What to say, emphasize, and ask. How to signal and correct.)
Provide practice.
Sequence skills.
(Teaching components of objective from easy to difficult.)
Use small group instruction.
Emphasize unison pupil responses.
Signal responses.
Specify pacing.
Test (informally) and reteach each content item until pupil is successful.
Monitor pacing of objectives, content taught, teaching practices, and pupil achievement.

SAN DIEGO ACHIEVEMENT GOALS PROGRAM

Classroom Distractions and Interruptions Research

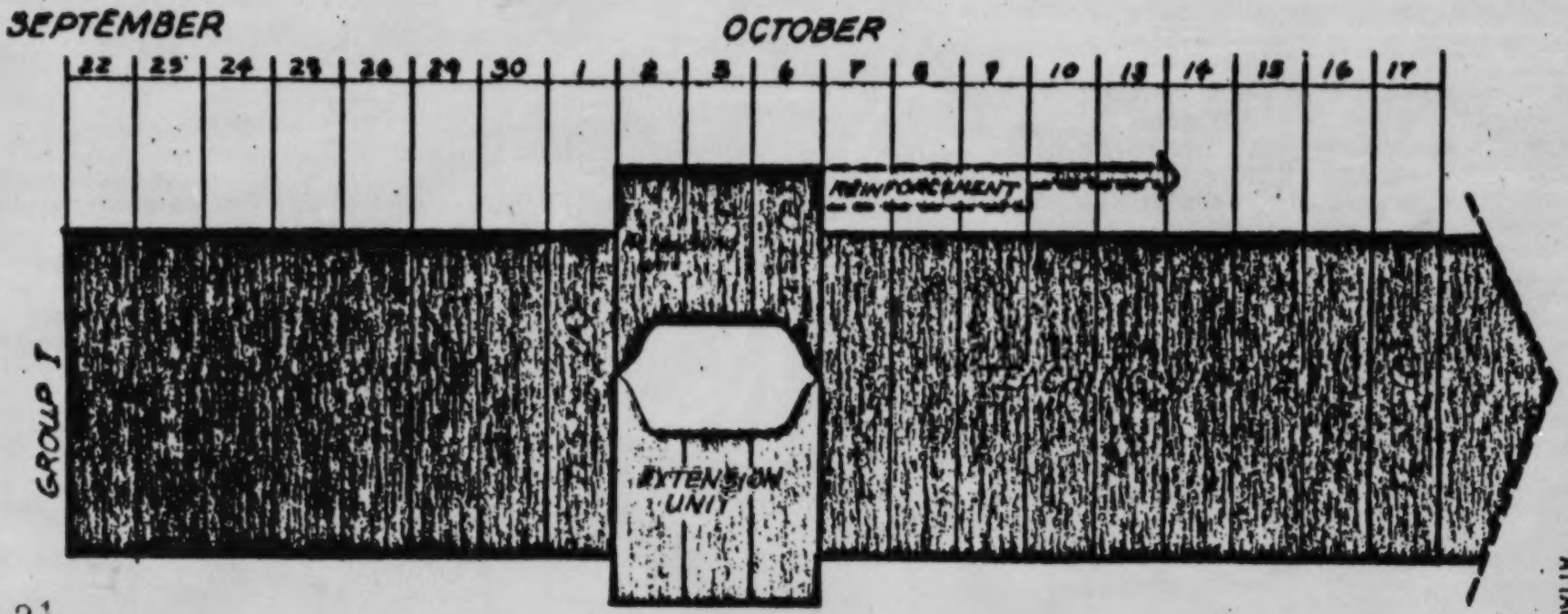
Increase learning time by reducing distractions and interruptions.
Provide pupil seating arrangements that provide for effective monitoring of pupils.
Set classroom standards.
Plan for efficient movement of pupils from activity to activity.
Arrange pupil materials for easy access.
Establish site policies to ensure uninterrupted instructional time.

Mastery Learning Research

Set limited objectives for each unit.
Provide about 10 days for instruction of each unit.
Test pupils for achievement of unit objective.
Provide immediate reteaching for pupils not achieving objective.
Introduce new unit when 80% of pupils achieve objective.

ACHIEVEMENT GOALS PROGRAM

TEACHING CYCLE



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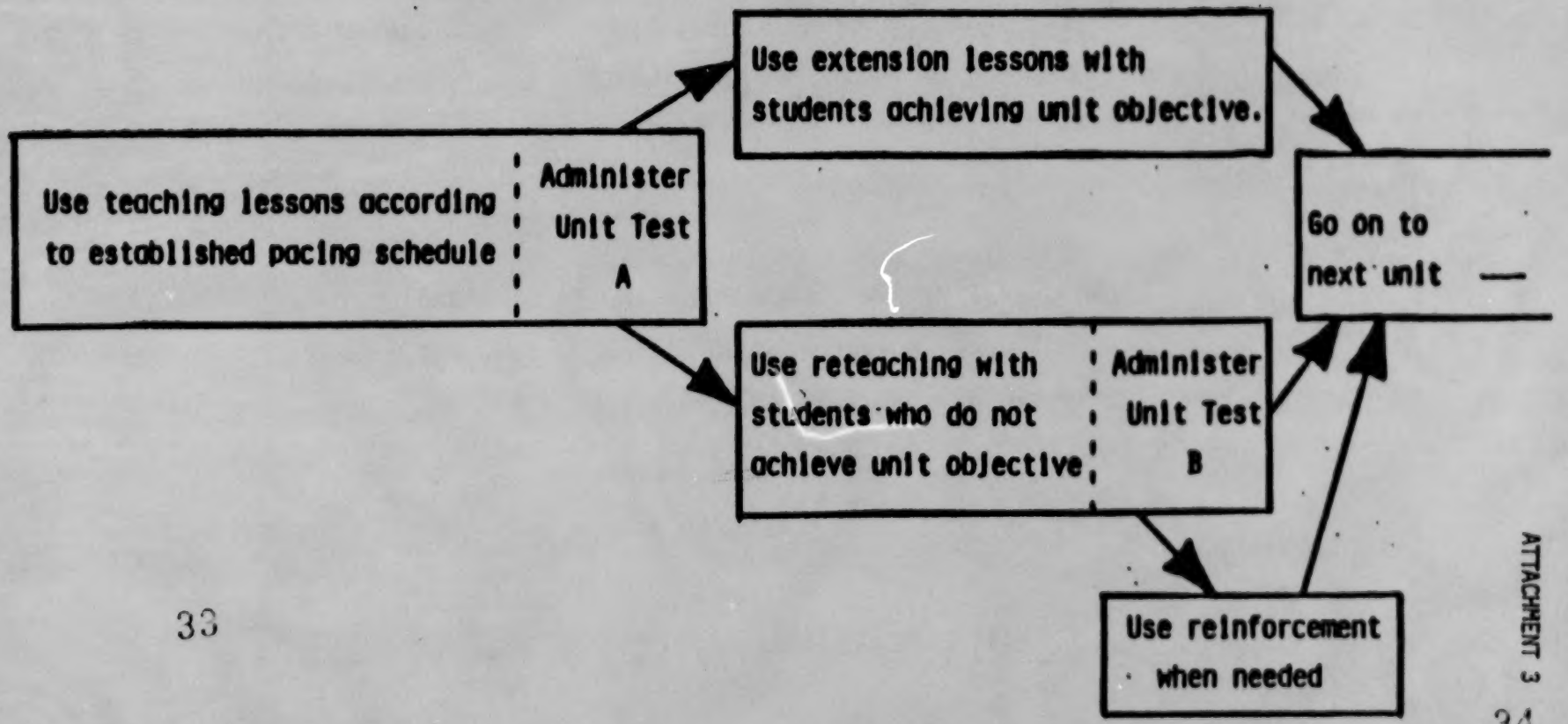
ATTACHMENT 2

Use of Mathematics Units

Option 1

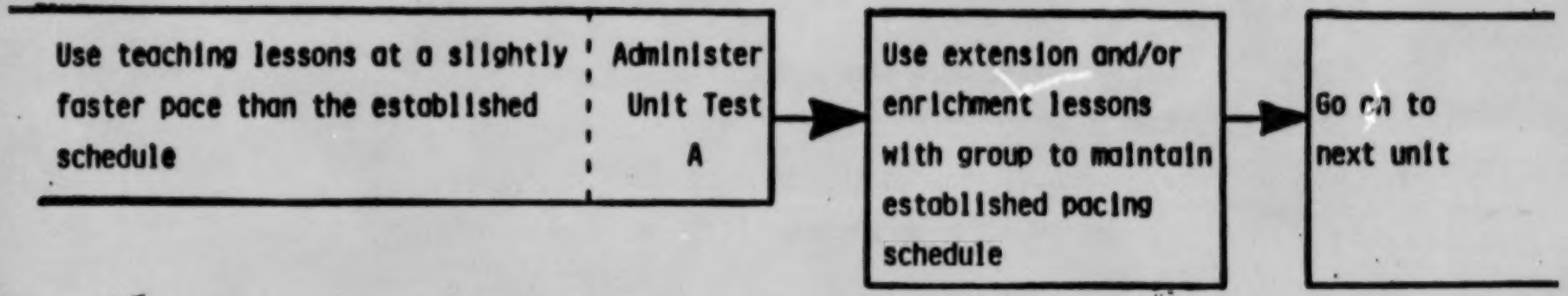
For use when less than 80% of a group
achieves the unit objective on Unit Test A


Use teaching lessons according to established pacing schedule
Administer Unit Test A
Use extension lessons with students achieving unit objective.
Use reteaching with students who do not achieve unit objective
Administer Unit Test B
Use reinforcement when needed
Go on to next unit

Use of Mathematics Units

Option 2

For use when 80% or more of a group achieves the unit objective on Unit Test A AND the group is slightly ahead of schedule (2-5 Days).


Use teaching lessons at a slightly faster pace than the established schedule
Administer Unit Test A
Use extension and/or enrichment lessons with group to maintain established pacing schedule
Go on to next unit

35

36

ATTACHMENT 4

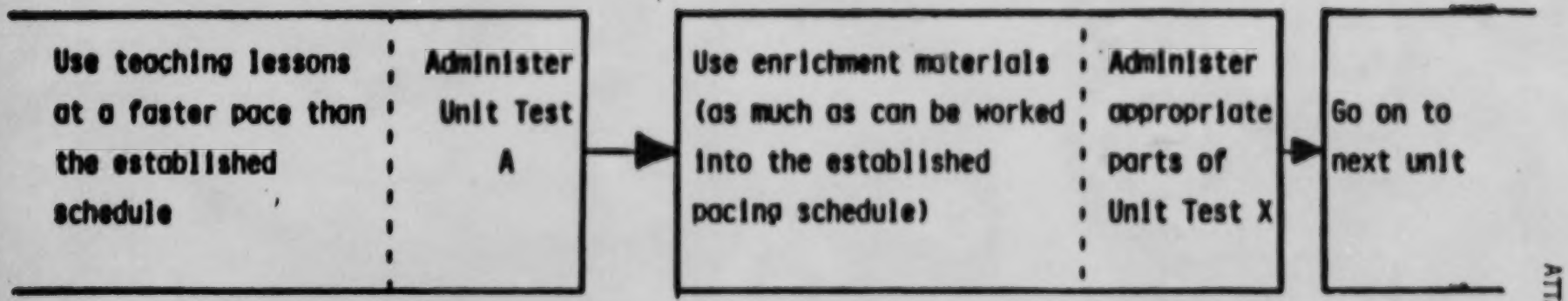
Note: If a group is behind the established pacing schedule, skip the extension/enrichment and proceed to the next unit.

Use of Mathematics Units

Option 3

For use when a group demonstrates high success in a unit and is ahead of schedule (five or more days).

30


Use teaching lessons at a faster pace than the established schedule
Administer Unit Test A
Use enrichment materials (as much as can be worked into the established pacing schedule)
Administer appropriate parts of Unit Test X
Go on to next unit

37

38

ATTACHMENT 5

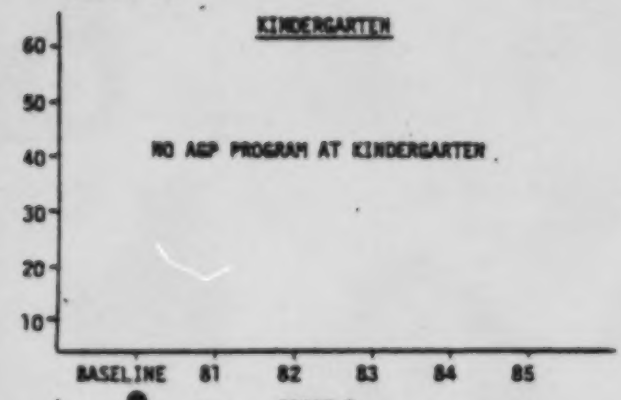
ATTACHMENT 6

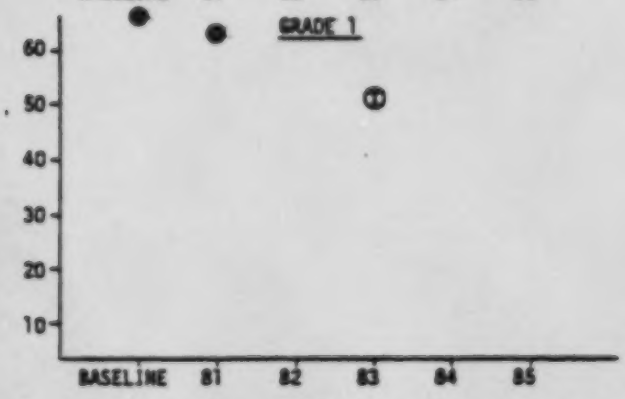
GRAPHIC DISPLAY OF A&P STUDENT PROGRESS

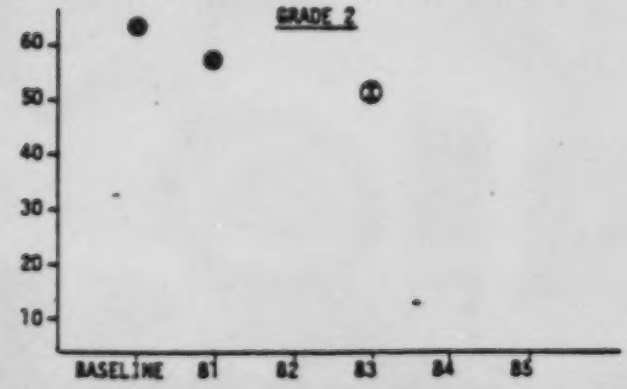
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

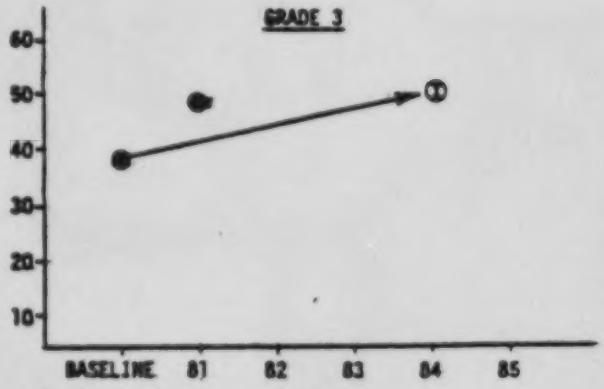
MATCHED READING DATA

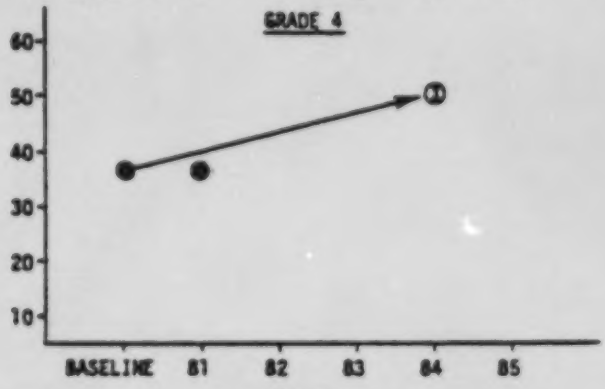
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
	1980 (BASELINE)	81	82	83	84	85
K						
1	68.4	62.8				
2	62.3	54.7				
3©	38.7	47.9				
4©	37.1	37.2				
5©	26.2	27.7				
6©	20.5	37.8				

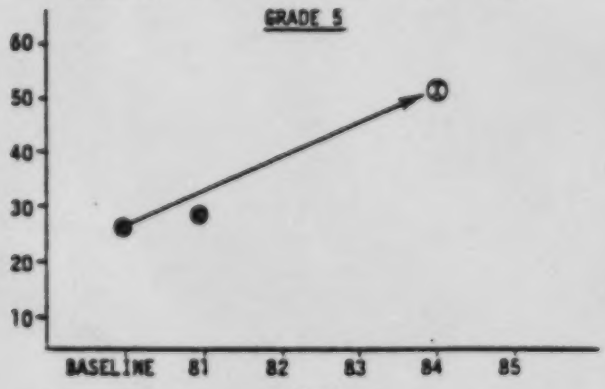


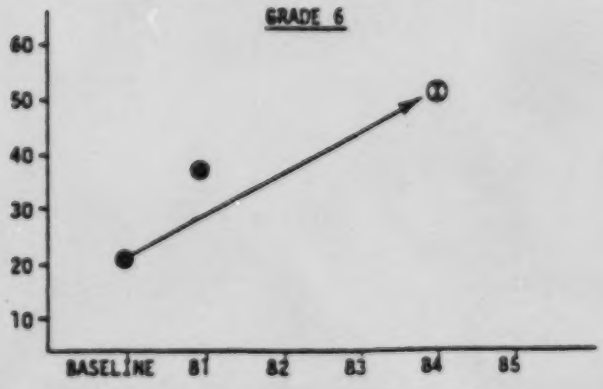












① GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

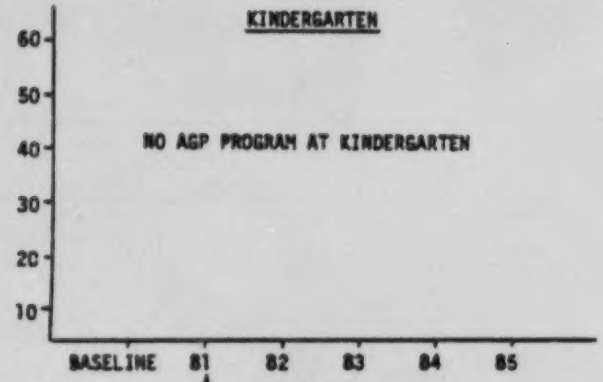
© DATA ARE FOR COMPREHENSION SUBTEST.

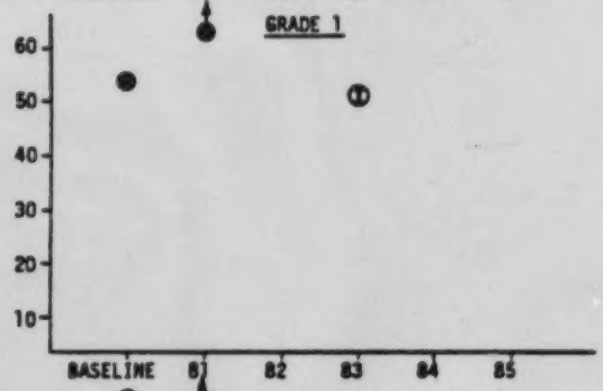
GRAPHIC DISPLAY OF A&P STUDENT PROGRESS

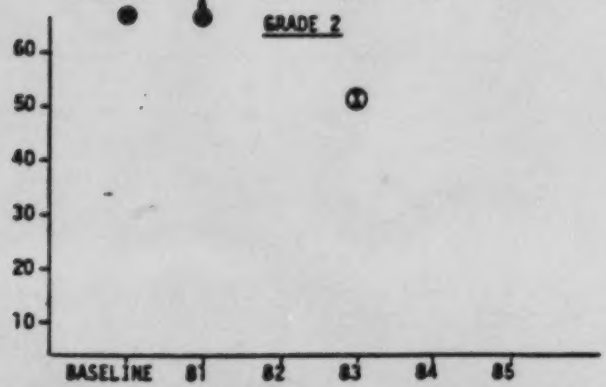
PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

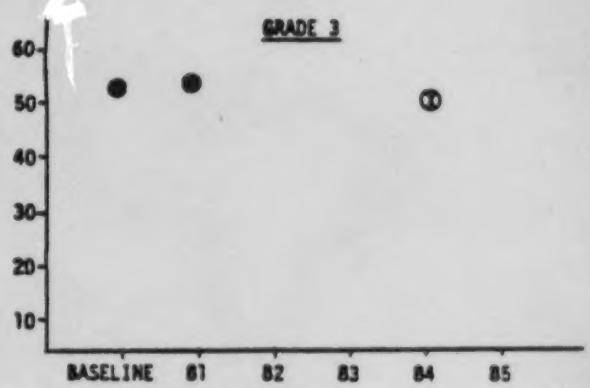
MATCHED MATH DATA

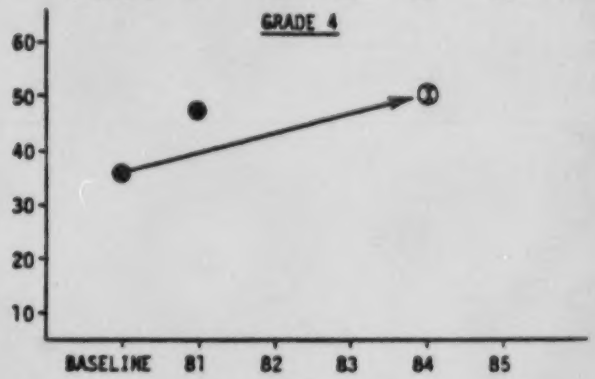
GRADE	PERCENT OF STUDENTS ≥ PUBLISHER'S MEDIAN					
K						
1	52.9	85.7				
2	69.5	74.4				
3	51.2	52.0				
4	35.7	46.1				
5	27.2	43.1				
6	31.0	48.8				
	1980 (BASELINE)	81	82	83	84	85

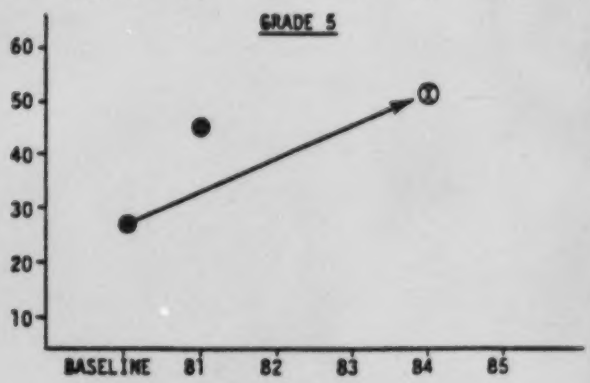


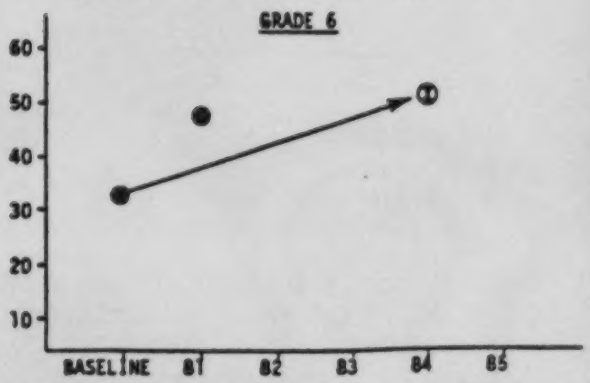












⊗ GOAL FOR THE RESPECTIVE GRADE LEVEL AS EXPLICATED IN COURT ORDER (i.e., YEAR FOR ATTAINMENT OF PUBLISHER'S MEDIAN)

ATTACHMENT 8

TABLE

AGP STUDENTS' ACHIEVEMENT TESTS RESULTS
PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
SPRING 1980 (BASELINE) AND SPRING 1981 COMBINED AND BY GRADE LEVEL

MATCHED READING DATA

GRADE LEVEL	SPRING 1980 N	SPRING 1980 N≥MDp	SPRING 1980 %≥MDp	SPRING 1981 N	SPRING 1981 N≥MDp	SPRING 1981 %≥MDp	INTERIM GOALS	PROGRESS STATUS
1	234	160	68.4	234	147	62.8	M	M
2	318	198	62.3	318	174	54.7	M	M
3©	390	151	38.7	390	187	47.9	41.5	+
4©	596	221	37.1	596	222	37.2	40.3	--
5©	665	174	26.2	665	184	27.7	32.2	--
6©	748	153	20.5	748	283	37.8	27.9	+
COMBINED	2951	1057	35.8	2951	1197	40.6	VARIES	

MATCHED MATH DATA

GRADE LEVEL	SPRING 1980 N	SPRING 1980 N≥MDp	SPRING 1980 %≥MDp	SPRING 1981 N	SPRING 1981 N≥MDp	SPRING 1981 %≥MDp	INTERIM GOALS	PROGRESS STATUS
1	210	111	52.9	210	180	85.7	M	M
2	328	228	69.5	328	244	74.4	M	M
3	494	253	51.2	494	257	52.0	M	M
4	527	188	35.7	527	243	46.1	39.3	+
5	573	156	27.2	573	247	43.1	32.9	+
6	690	214	31.0	690	337	48.8	35.8	+
COMBINED	2822	1150	40.8	2822	1508	53.4	VARIES	

CODE:
"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTSAT OR ABOVE THE PUBLISHER'S MEDIAN).
"+" INDICATES SPRING 1981 DATA EXCEED INTERIM GOAL
"√" INDICATES SPRING 1981 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"-" INDICATES SPRING 1981 DATA ARE LESS THAN INTERIM GOAL
© COMPREHENSION SUBTEST DATA

TABLE
CHANGES IN MEDIAN PERCENTILE AND GRADE EQUIVALENT VALUES
FROM SPRING 1980 TO SPRING 1981 USING MATCHED DATA
AGP STUDENTS BY GRADE LEVEL

GRADE LEVEL	SUBJECT	NUMBER TESTED	PERCENTILE VALUES			GRADE EQUIVALENT VALUES		
			1980	1981	CHANGE	1980	1981	CHANGE
1	READING	234	66	56	-10	N/A	1.8	N/A
	MATH	210	50	78	+28	N/A	2.2	N/A
2	READING	318	56	52	- 4	1.8	2.7	+ .9
	MATH	328	68	70	+ 2	2.0	3.1	+1.1
3	READING©	390	36	47	+11	N/A	3.6	N/A
	MATH	494	49	51	+ 2	2.7	3.7	+ 10
4	READING©	596	39	41	+ 2	3.3	4.2	+ .9
	MATH	527	40	47	+ 7	3.4	4.5	+1.1
5	READING©	665	31	32	+ 1	3.7	4.4	+ .7
	MATH	573	36	45	+ 9	4.0	5.5	+1.5
6	READING©	748	27	43	+16	4.1	5.9	+1.8
	MATH	690	33	48	+15	5.0	6.5	+1.5

© = COMPREHENSION SUBTEST DATA

PROPOSED ACHIEVEMENT GOALS PROGRAM, 1981-82 TO 1985-86
IN DESIGNATED MINORITY-ISOLATED SCHOOLS AND
RELATED DISTRICT SUPPORT PROGRAMS

	IMPLEMENTATION	PILOTING	PLANNING	SUPPORTIVE PROGRAMS
1980-81	Grades 1-6 Math 3-6 Reading CTBS - Grades K-6	Grade 7 Math 1-6 Bilingual (Spanish)	Grades 7 and 10 Math, Reading Grades K - 8 Language Grades 7-8 Bilingual (Spanish)	SDSU Writing Project (Lincoln, Morse, S.D.H.S.) UCSD San Diego Area Writing Project (K-12) College Prep Program (Lincoln, Morse, S.D.H.S.) Reading and Writing Across the Curriculum (7-12) Oral Communication Program (K-12) District Compensatory Education (K-12) ESEA Title I (K-12) ESEA Title II (Basic Skills Project K-8)
1981-82	Grades K-7 Math, Reading, Bilingual (Spanish) Math, Bilingual (Indochinese) CTBS - Grades K-7	Grades K-8 Language Grade 8 Math, Reading, Bilingual (Spanish)	Grades 9-10 Math, Reading, Language, Bilingual (Spanish)	Grades 2-8 Spelling (Districtwide) Grades K-8 Language (Districtwide) Grades 9-12 Revision of English Language Arts Program Continue 1980-81 programs
1982-83	Grades K-8 Math, Reading, Language, Bilingual (Spanish) CTBS - Grades K-8	Grades 9-10 Math, Reading, Language, Bilingual (Spanish)	Grades 11-12 Math, Reading, Language, Bilingual (Spanish)	Continue 1981-82 Programs
1983-84	Grades K-10 Math, Reading, Language, Bilingual (Spanish) CTBS - Grades K-10	Grades 11-12 Math, Reading, Language, Bilingual (Spanish)		
1984-85	Grades K-12 Math, Reading, Language, Bilingual (Spanish) CTBS - Grades K-10			
1985-86	Grades K-12 Math, Reading, Language, Bilingual (Spanish) CTBS - Grades K-12			

SCHOOL IMPROVEMENT PROGRAMS IN NEW YORK CITY

Frank J. Macchiarola
Chancellor
New York City Public Schools

New York City school administrators have historically raised eyebrows among fellow educators with statements about the superiority of the New York City School System. This superiority was spoken about in terms of the materials developed by the New York City Curriculum Division and the splendid specialized high schools that always distinguished themselves in national competition. New York City school administrators also spoke glowingly about the quality of the New York City public school teacher: more than simply state certified, invariably the holder of graduate degrees, and chosen through the most elaborate civil service testing procedures ever introduced into public education. Until the boom years following World War II, our nation's cities were in ascendancy and the New York schools enjoyed the success of urban America. In that context, New York City's school administrators could speak proudly of the system's accomplishments, even if the discussion were provocative to colleagues from other large cities. Before and during this time, the job of School Superintendent of New York City's Public Schools also seems to have been agreeable, with six men serving between 1898 and 1958 for an average term of ten years.

By the late 1950's and into the 1960's the situation in urban

America had begun to change dramatically. Cities became places from which people fled. The automobile, the housing shortage, and the tax laws invited the development of suburban America. City residents were mainly minorities, poor, and had many more problems "adjusting" to the demands of society. And the teachers became more militant. The urban systems of America were shaken by internal dissention and by national problems that found their way into the classrooms. What we taught, who we taught, and how we taught were now issues for the political arena. New York City school administrators--like those of other cities--began to speak of the system's accomplishments guardedly and defensively.

I do not intend to announce the dawn of a new day for schools in urban America or in New York. Indeed, the reports from across the nation regarding the opening of school for the 1981-82 academic year make it clear that substantial political and economic problems are getting in the way of educational challenges. At the same time, New York City seems to have fewer difficulties in 1981 than it has had in the recent past. I do not say this arrogantly. I say it with a sharp memory of the fiscal crisis of 1976, which left a considerable mark upon New York City's public schools. Make no mistake about it, the crisis was devasting. We lost 11,000 teaching positions and suffered a cut in service equivalent to almost 25% of our current budget.

But we have also gained something from our experience. The City's crisis produced a resolve for financial independence among New Yorkers and a determination that services the City delivers will be managed as efficiently and effectively as possible. This is as true for the school

system as it is in every other area of service in New York. In addition, although one might expect greater tension between the City and its unions due to our tight financial position, peace reigns between the teachers' union and the administration. The taste among unions for conflict has declined as has the unresponsiveness of management. We can claim that service or instruction has not been interrupted due to labor strife. The financial crisis forced all of us to become more cooperative in the face of joint fiscal and managerial crises. No initiative for better service delivery--in schools or any service area--can be accomplished without the support of the people responsible for carrying it out. Such resolve is alive and well today; it inspires any plans we make and nourishes any undertakings we begin; it forges a partnership.

The new emphasis on effective service delivery brought on by diminished resources has had an important impact on the school system. The general perception that New York City's public schools were failing its students was correct. Each year reading scores declined, dropout levels increased, and the quality of the school system's curriculum and diplomas became suspect. In the context of steep budget cuts and a loss of faith among many, the primary agenda for public education in New York City had to become school effectiveness.

That in itself should not be surprising. Effectiveness has always been a central concern for administrators of public schools. What was different was the focus that was placed on effectiveness and its implications for research and accountability. School improvement was

now to take place in the context of a new emphasis on learning within the school. More traditional techniques of investigating effective schooling had occurred with a focus upon the methodology of instruction: the teacher was viewed as the sole agent of effective education. Needless to say, the teacher-student dynamic is the critical aspect of any educational experience, particularly for them. By centering on that relationship through studies on pedagogical techniques, cognitive development, and skills acquisition, two side effects were revealed.

First, by trying to explain student performance in relation to other, mostly socioeconomic, variables many researchers properly found that academic achievement correlated positively with wealth and, for want of a better word, "whiteness." Although those results fit well into the liberal agenda for enhanced social services to children and families, it also had the undesired effect of indicting the local schools for their own failures. The second effect was similar. By centering on the classroom, other school-wide or even system-wide variables were slighted as contributing to the success or failure of students. In both cases ready-made excuses were available to bureaucrats, and even teachers, as to why Johnny could not read.

Our approach, therefore, has tried to reinvest the system as a whole with accountability. Not shunting off responsibility to larger factors outside our control or blaming failure on the happenstance dynamic in the classroom, we ventured on the road toward a series of experimental and system-wide policies aimed at enhancing school effectiveness by manipulating those variables that we could manipulate: all children should

have opportunities for achievement; all children in low achieving schools should have the opportunities available to the children of high achieving schools; all children in low achieving schools can improve.

In New York City three basic programs have been created in the past three years that have contributed to a slight rise in the reading scores of our students. These are the School Improvement Project, the Local Development Project, and Exemplary Programs associated with our Promotional Gates Policy.*

Probably the most talked about project in the New York City Schools, which has been in effect in 18 schools, has been the School Improvement Project developed by Ronald Edmonds. The primary goal of the School Improvement Project is to assist several participating public schools in the process of self-improvement through the establishment of school-based planning committees that represent the various school constituencies, including administrators, staff, and parents. Such a planning committee is responsible for the development of a School Improvement Project that addresses the school's assessed needs in the five areas identified by Edmonds as characterizing more effective schools. The five areas are administrative style, school climate, teacher expectations, instructional emphasis on basic skills, and ongoing assessment of pupil progress. It is important to note that most of these areas are not related to individual student problems or the particular dynamic between student and teacher.

A second major system-wide project that has focused upon school improvement is the Local School Development Project. The Local School

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* For additional information, see Attachment 1

Development Project has been co-sponsored by the Urban Coalition and is somewhat similar in design to the School Improvement Project. Planning teams, representative of the various school constituencies, are established in participating schools. The planning team is responsible for identifying the needs of the school and developing a Comprehensive School Plan to address these needs. A District Consultant, District Coordinator, and a Resource Coordinator are assigned as a District Team to work with participating schools in each of five of the thirty-two Community School Districts involved in the project. The duties of the five District Teams include the training of planning team members in needs assessment techniques, team building, and comprehensive planning. The District Teams are also responsible for the identification and delivery of resources, services, and materials to accomplish the goals and objectives of each school's comprehensive plan. In addition to the activities of the District Team, the Local School Development Project has developed a training program for principals and superintendents. Thirty-seven public elementary and intermediate schools participate in the project.

Similar to the School Improvement Project, the Local School Development Project is guided by an independent advisory council. These councils are composed of representatives of public interest groups, city and state education agencies, and professional associations. They function in an advisory capacity, reviewing project policy and activities.

Other projects in New York City are also involved in school improvement. I have already mentioned a third system-wide initiative, the

Exemplary Programs of the Gates Program--programs for remediation that have been proven effective and are required for students held back in the Gates Classes. These programs are being used throughout the system with interaction taking place among relatively autonomous school districts.

In addition, there have been basic efforts at institutional cooperation spearheaded by Dean Daniel Griffiths of New York University, who has brought together the deans of teacher education of the major universities in New York City as part of a larger based Alliance for the Public Schools.

Instructional programs in teaching basic skills have also been stressed in New York City: the Economic Development Council's Mastery Learning Project and the American Federation of Teachers' Teacher Centers activities. But these have been expanded upon and have been linked to system-wide goals. It is appropriate to note that Dr. Bossone's program The Writing Proficiency Program* has been among the most helpful to teachers and has been complementary to larger system-wide efforts to improve accountability in the school system for the teaching of writing. Dr. Amelia Ashe, Vice President of the New York City Board of Education, has reported on this program:

> I shall spare you details of raw scores, pre- and post-test. Let me summarize: seventy percent of the students who took both pre- and post-objective tests showed a net gain in the number of objectives mastered from the pre- to the post-test. Eighty

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* For additional information, see Attachment 2

> percent of the students showed significant improvement in their ability to write paragraphs and essays. In general, the greatest gains were shown in the section on sentence structure and paragraph organization. The greatest improvements reflected in the writing samples were in paragraph unity and coherence and in essay organization. Improvement was also reflected in sentence structure. These gains were shown after the students had received only ten weeks of instruction, or one hour and forty minutes of instruction a week, or a total of approximately seventeen hours of instruction in the fall semester, 1980.

Although a considerable range of activities exist among these different and encouraging school improvement efforts, we have tried to integrate the basic elements of school effectiveness as developed in the New York City School Improvement Project into the major programs. In doing so, we have chosen sides in the battle of "School Effectiveness." The two sides in the battle are as follows: one side links academic outcomes to student characteristics, generally race and social class; another side views school behaviors as the principal determinants of student achievement. Because school administrators can control schools and staff, it makes better sense for us to work on the school behavior side. We could do little indeed to effect student characteristics of race and wealth. But we can do a great deal about school behavior.

When comparing ineffective with effective schools, the effective schools seem to share certain characteristics which are not uniformly present in ineffective schools. Edmonds' work, along with that of other researchers, has pointed to five initial variables that are important for effective elementary schools: 1) strong administrative leadership, reflecting management and instructional skills and a plan

for dealing with reading, writing, and math achievement problems; 2) a healthy school climate with an atmosphere conducive to learning; 3) expectations by teachers and principals that students can master basic skills; 4) a key focus and emphasis on basic skills instruction, with clearly stated goals and learning objectives; and 5) continuous monitoring of students' achievement. Each is important and all are mutually supportive. At the same time, it is important to note that no one model explains school effectiveness.

Administrative Style

Successful schools generally emanate from a clearly stated philosophy of education, in particular one that makes clear the goals of the school. Such leadership reflects coordination among instructional programs. In such a situation, the principal responds to the difficulties of staff by using faculty conferences and staff input regarding matters of curriculum. A method for teacher-training within the school is also utilized.

In the effective school, the principal is more likely to be an instructional leader and assertive as he leads the school. Significantly, he assumes responsibility for the evaluation of achievement of basic learning objectives. The principal of an ineffective school is permissive and emphasizes informal and collegial relationships with teachers.

School Climate

In schools where pupil progress is being made and where improvement is taking place, effective communication exists among teachers,

principals, and students. They know what is expected of them, and what the policies on student discipline and school safety are. An orderly atmosphere exists in the school. Such schools do not stifle initiative, rather they proceed on the very elementary principle that "order precedes learning."

Teacher Expectations

Schools that are effective have teachers who hold high expectations for their children. They believe that all the children can master the basic skills and show an interest in making certain that it happens. In basic terms, schools with such teachers are places of hope: the children are well regarded and the obligations of teachers and staff are well understood. Such teachers know how fortunate they are to be working with children, and they show it in the way they behave toward them. In contrast, teachers in ineffective schools are less likely to believe that their students will complete high school, show less satisfaction in their work, and appear to resist change.

Basic Skills

In effective schools, a firm understanding that students must master the basic skills of reading, writing, and arithmetic exists. No effort exists to stifle creativity or discourage expression, but there is the realization that these activities are based upon students being able to handle basic skills. Teachers in effective schools have techniques at hand to improve instruction, including small group instruction. These teachers prepare daily lesson plans, have organized classrooms, and encourage the students in basic skills. Effective

schools accept and emphasize the importance of the basic skills; teachers in these schools do not tend to place the responsibility for the learning of skills on parents and other staff members.

Assessment

Teachers in effective schools regularly use achievement and diagnostic test results in monitoring students' progress and in writing daily lesson plans. Some reliance is placed on informal evaluations and teacher-made tests in assessing students' achievement, but these tend to be secondary to objective measures. Interestingly, our results show that ineffective schools tend to place greater reliance on informal teacher evaluations.

Although these elements of school effectiveness may seem rather routine and not extraordinary to school superintendents and other administrators, present conditions suggest strongly that they are worth restating. Moreover, as the basis for policy in New York they have brought benefits. The trend toward lower scores, ongoing for almost a decade, has been reversed in New York. For two years the scores, as a whole, have increased. More significantly, the gain has been greatest in school districts enrolling the largest proportion of low income children. Reading scores admittedly are not the best measure for success, but because they were used so long as measures of failure we can take some comfort.

Our goal in New York City is to institutionalize the work of the project, and to insure that all schools in New York City will

have their own school improvement agenda. By doing so, we can use our school system to redress social inequity, to bring alienated groups into the American mainstream, and thereby, benefit society as a whole.

THE PROMOTIONAL POLICY OF THE NEW YORK CITY PUBLIC SCHOOLS

In June, 1980, a new promotional policy for kindergarten through grade 9 was announced by Chancellor Frank J. Macchiarola in an effort to raise educational standards in our schools. The policy established for the first time a uniform city-wide standard curriculum that defined required student performance levels for each grade in reading, writing, and mathematics.

The need for the new policy had been clearly demonstrated by the low levels of student performance on standardized tests and New York State Regents Competency Tests as well as a dropout rate approximating 45 percent. Students were being promoted without having the skills required to succeed in the next grades. The new policy built a framework within which students now must master basic skills in each grade for promotion.

While the standards established by the new policy apply to each grade, grades 4 and 7 were selected in 1981-82 as the "Promotional Gates." In order to pass these "gates" students in grades 4 and 7 are not promoted if they are reading a year or more below grade level in grade 4 or a year and a half below grade level in grade 7. Teacher, principal, and community superintendent judgment are used in exceptional circumstances to promote a child, with the final determination made by the Office of Promotional Policy.

Students enrolled in bilingual programs for four years or more are required to meet performance standards while those with fewer than four

years are required to take the Criterion Referenced English Syntax Test (CREST) which combined with their actual grade level and length of time in the Bilingual Program determined promotion to grade 4 and grade 7. Limited English Proficiency (LEP) students who do not meet the required standards are provided with special remedial programs. Special education students participate in the Promotional Policy Program according to their abilities and if their Individualized Education Program (IEP) indicates that it is appropriate.

Among the first steps taken to implement the new policy in January, 1981, was notification of parents of potential holdovers. This was followed by remedial efforts to help children pass through the Promotional Gates. By mid-June, 1981, parents were notified of definite holdovers and invited to school to discuss the child's educational needs and the program chosen to help the child.

Instructional programs in reading, writing, and mathematics now in use in most of the Promotional Gate Classes were selected after a careful review of programs nominated by the community districts. As a result of this review, six exemplary programs were offered to the districts. Four programs in reading, two in mathematics, and one in writing were designated as "exemplary" because they met specific criteria. For each of the programs data were collected which demonstrated significant student progress and that each was appropriate to a broad range of students. These selected programs also demonstrated that materials could easily be adopted in all schools, that staff development could be readily accomplished, and that the professional staff recommended the programs

because they had been successful. The exemplary programs were selected by twenty-seven districts while five districts opted for locally developed "optional" programs.

The major features of each exemplary program are described below.

Structured Teaching in the Area of Reading (STAR) is a reading/writing program based on current research and emphasizes the integration of all the language arts. The goal of the STAR program is to create independent readers in all curriculum areas. By teaching strategies for comprehension which permit students to take an active monitoring role in the reading process, STAR provides unique opportunities for learning structural, conceptual, and literary cues to meaning. In the Integrated Reading Lesson, strategies are applied in real literature and reapplied in Skills Reinforcement to insure internalization of use. The Readership component of STAR through reading aloud to students at higher levels of comprehension, as well as independent reading, additionally increases experience in language. Finally, the writing component requires students themselves to manipulate language, and to develop communication skills, with clarity as one of the final goals. By integrating writing, one provides students with additional strategy to enhance reading performance.

High Intensity Learning Systems II (HILS II). This program was developed to provide individualized instruction in basic reading skills with the tools that enable teachers to use diagnostic/prescriptive/evaluative techniques in an efficient and humanistic manner in order to produce significant gains in students' reading achievement.

HILS II is devoted to the concept of increasing the students' on-task time. This involves the way the classroom is set up, the diversified instructional materials, the reading opportunities, the record-keeping devices and award certificates, the mastery learning testing-teaching sequence, and the realization by students that their prescriptions are curriculums tailored to their personal needs.

The HILS II curriculum is organized in four strands: three skill strands (Word Study, Comprehension and Applied Skills) and the reading achievement strand (focusing on reading books and developing vocabulary) which, as the heart of the HILS II curriculum, provides the student with a stimulating variety of reading experiences in trade books and helps build the student's vocabulary. In addition to learning specific skills, the student is always reading real books and acquiring new reading words.

Exemplary Center for Reading Instruction (ECRI). The purposes of ECRI are to identify critical teacher behavior essential to preventing reading failure, provide in-service education for teachers geared to the research findings, and disseminate this information. Teacher behaviors identified to date include abilities to elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses, and, at the same time, utilize effective management and monitoring systems and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative

writing, and penmanship instruction. Student advancement depends upon rate of mastery.

Learning To Read Through The Arts (LTRTA) is an intensive, individualized, reading program that focuses on the improvement of reading skills through the integration of a total arts program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented arts workshops. A diagnostic/prescriptive approach to reading is stressed in the reading workshops. The staff includes teachers of the arts, reading teachers and/or classroom teachers working as a team.

The program involves each student in the reading workshop and in one or more of the reading-oriented arts workshops which may include: Dance, Theatre, Music, Painting, Mixed Media, Sculpture, Work on Paper, Graphics, Printmaking, Crafts, Super 8 Film and Photography.

Diagnostic Prescriptive Arithmetic (DPA) is a basic program with emphasis on developing, modeling, and mastering concepts and skills. The program incorporates a laboratory approach and objective-based experiences which include activities for counting, place value, addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. Opportunities are provided for individual and small group instruction. DPA uses ongoing diagnostic testing to identify conceptual weaknesses and skill deficiencies, and based on these outcomes, develops and models concepts through hand-on experiences with physical materials. Within the program there are also many experiences for developing and refining such problem solving strategies as estimation, approximation, collection,

organization, and interpretation of data.

Real Math is a complete mathematics program. Lesson components include direct teaching, evaluative exercises, paper-and-pencil reviews, games for specific skill practice, tools and methods for development of critical thinking skills, and activities with manipulative materials. Within the program there are a variety of effective strategies to teach basic arithmetic facts and associate computational competencies. Real Math gives substantial attention to such skills as estimation, approximation, measurement, and the ability to think with numbers. The program uses thinking stories as a means of developing interaction between teacher and students. These stories, plus manipulatives and games, allow for a more realistic development of the skills and concepts in mathematics. Monitoring of pupil progress is done through the routine feedback provided through lesson development, individual progress charts, and diagnostic tests.

Another major component of the program was the selection and training of teachers. Teachers were chosen during the late spring, 1981, based on their ability to help children needing intensive instruction in basic skills. Another critical factor was teaching experience and familiarity with new teaching techniques. To support this effort, a massive staff development program was begun in June, 1981, with the training of a large cadre of staff developers. This training continued into August. Teachers received twenty hours of instruction in their exemplary reading and mathematics programs. In July/August the programs reached their peak as over 1,400 teachers and supervisors received not only the necessary

training, but also all the classroom materials and curriculum bulletins necessary for implementation. For those who could not attend in July and August, two additional training days were offered in September bringing the total number trained to over 1,800 teachers, supervisors, and district office personnel.

At the beginning of July, all grade 4 and 7 holdovers were given another opportunity for promotion. The number of holdovers anticipated in July was approximately 24,000. Six weeks of instruction were organized in reading for over 14,000 students in preparation for mid-August examinations. Over 40% of these students passed due to the efforts of teachers, parents, and supervisors.

In September, 1981, 17,754 students who could not reach the standard were placed in classes of up to twenty where skills are being taught to enable them to move ahead as rapidly as possible. The basic instruction in the Promotional Gate Class includes two hours of communication arts each day and a minimum of ninety minutes of daily mathematics. Programs are individualized and pupil progress carefully monitored and reported to parents through specially designed report cards. Instruction is also keyed to the Minimum Teaching Essentials, the scope and sequence of minimum requirements in basic skills and content which must be taught in each curriculum area.

Ongoing support for teachers, parents, and supervisors has already begun. Staff development to extend the summer training and provide assistance to new teachers is planned. A radio series and "hot-line" have also been developed to keep parents and teachers informed and to

answer their questions. In-school assistance and instructional materials are other support services being provided to the schools.

The ultimate aim of the Promotional Policy is to speed its own demise. As new effective programs are identified, with students becoming increasingly motivated to succeed, with more time spent in teaching the basic skills, with parental support and with well trained teachers and supervisors, this goal is attainable.

TESTING AND TEACHING FOR COMPETENCY IN WRITING

Amelia Ashe
Member, Board of Education
New York City

The decline in writing competency has been persistent over several decades. Precision, accuracy, and clarity are necessary for coherent communication. However, these qualities are in extremely short supply. Ask any professor of English, any businessman, any editor, and even the deans of graduate schools where remedial English classes have to be imposed on would-be lawyers, journalists, and other professionals who have somehow avoided acquiring any acceptable degree of writing competency.

In the early 1970's, when public clamor and outrage about the decline in writing reached a crescendo, official attention focused, at long last, on the problem. Most of the attention came in the form of state mandates for the establishment of examinations to assure that "minimum competency" had been attained prior to the award of a high school diploma or certificate. In this climate of concern, a number of writing programs developed. Among these are the Bay Area Writing Project, in which teachers, working together, exchange information to develop expertise as writers and teachers of writing, and the Writing Proficiency Program by Dr. Richard M. Bossone, which grew out of a research experience that suggested instruction in writing is most likely to be effective when it is based on specific needs of students and when student progress is measured against specific objectives.

We are surely aware that teachers face a difficult task in teaching writing in today's schools. The conditions of teaching in urban schools

are such that teaching anything, much less writing, has become a dubious undertaking in recent years. The publication, American Educator, Spring 1980, contains an article titled, "The Conditions of Teaching" by Clifton Fadiman and James Howard. They state:

> Critics who heap blame on teachers for all the shortcomings of the schools are evidently insensible of the appalling conditions that too commonly constitute the disorder of the present day in American education. Public school classrooms are crowded with boys and girls of widely differing abilities so that reduced budgets may be met, and persistent notions of egalitarianism satisfied. The fractious children of a poorly disciplined society are not easily contained in classrooms, where their misbehavior is sometimes truly frightful. Teachers' hands are tied by the lengthening red tape of bureaucracy, while their tuition (teaching) is constantly interrupted for the sake of activities that entertain students and please the public, but educate no one.
>
> (Fadiman and Howard, 1980, p.6)

Such conditions are unpromising for the teacher of any subject, but particularly arduous for teachers of writing. Casual conversations with teachers of writing, as well as with the eighteen teachers in Dr. Bossone's in-service expository writing class, with whom I met, reveal the nature of the roadblocks involved.

We begin with an underprepared teacher. Even prestigious teacher-training institutions acknowledge that they have done little to prepare teachers to teach writing. Fadiman and Howard (1980) say: "So far as writing goes, teacher education has been out to lunch for years." We can assume that teachers trained in the 1950's, 1960's, and 1970's did little writing when they were students. A teacher who has had little

experience writing, either in his personal life or in his academic years, can hardly be counted on to impart to today's students the art of disciplined writing.

Of course, if poor writing instruction is as pervasive as we suspect, most students who appear in classes in any grade are likely to arrive underprepared for the writing task. Moreover, the distractions of mass-media communications: television, radio, telephone, the limping lyrics of rock music, and the staccato expressions of most magazines and newspapers often convince students that they are getting the message, despite the fact that they can neither write nor read with acceptable competency. Some authorities have gone so far as to argue that nobody needs to learn to read or write in today's world, giving students permission to avoid learning and the teacher permission to avoid teaching.

The combination of underprepared teacher and underprepared student reinforces the probability that the classic evasion of writing will occur. The teacher will tend to devote the preponderance of class time to the teaching of "literature." The teacher will first hope, then come to believe, that the elements of grammar taught in rote fashion will lead to mastery of elements of style as explicated in The Elements of Style by Strunk and White. When multiple-choice examinations take the place of essay writing, hardly anybody ever uncovers the fact that neither the student nor the teacher can be depended upon to write a coherent paragraph.

The most persistent and probably the most justifiable complaints about the conditions under which the teaching of writing must proceed concern

the nature of the teaching load and the grading of papers. In most urban schools, the teaching day consists of eight periods: five in which classes are met, one building assignment (i.e. study hall, patrol, or other administrative assignment), one preparation period (often used for "coverage" when a teacher is absent or for other school business), and a lunch period. In a few, usually private schools or suburban schools in wealthy school districts, teachers of English meet four classes a day with twenty to twenty five students in each--a sharp contrast to the teacher in New York City who faces five classes a day, with as many as thirty five or forty students in each class. In passing, I remind you that the work week for teachers has remained the same in the last hundred years, while the world has moved from a sixty hour week to a forty-five hour week, to as few as thirty hours a week in the civil service and in some businesses and industries. As to grading papers, it is unrealistic to expect that a teacher can prepare writing lessons, teach writing skills, and grade papers for a teaching load of 175 to 200 pupils. How can the teacher give individualized instruction or personal attention to 35 or 40 students in each class? If care and concern about writing of an individual student is a consideration, then we are dealing in compromise and hypocrisy when we load teachers with the typical schedules, as described, and still expect constructive results.

Underprepared teachers, underprepared students, in combination with intolerable teaching loads, again reinforces the classic evasion of writing, and much worse, leads to hopelessness. When teachers sense that

they have been programmed for failure, many tend to give up. Assuming a modest two writing assignments a week, how can a teacher correct, i.e. read carefully, comment critically, and evaluate 350 to 400 papers a week? At only five minutes per paper, the requisite time would be about fifteen hours a week, or two long work days in addition to the five in school.

Another justifiable complaint has to do with the imposition of non-teaching chores, endless class "equalizations" that may take as much as a whole of the first month of a semester, and a dearth of supplies as basic as a scarcity of paper. If we add these to the "appalling conditions" outlined by Fadiman and Howard (1980), as quoted above, which cited heterogeneous grouping and interruption of extraneous activities into the teaching day, then we begin to understand what brave hopes lay behind Dr. Bossone's attempt to teach some New York City teachers of English to become effective teachers of writing.

Even before 1967, when I first met him, Dr. Bossone, now University Dean for Instructional Research and Professor of English at the Graduate Center of the City University of New York, was an advocate of training English teachers to teach expository writing. As a member of the New York City Board of Education, to which I was appointed in 1974, I was sympathetic and encouraging when Dr. Bossone came forward with a proposal to develop A Strategy for Coping with High School and College Remedial English Problems. As a result of my support and his investigation,

Dr. Bossone developed The Writing Proficiency Program which includes tests and instructional materials in a diagnostic-prescriptive mode for the teaching of expository writing, grades 9-13.

In the fall of 1979, Dr. Bossone conducted a special in-service program for eighteen teachers from twelve different New York City high schools. These teachers were enrolled in a graduate level class at CUNY designed as a pilot project to test out his writing program. The eighteen teachers in the graduate course, in turn, taught approximately 600 students enrolled in English classes in our high schools. About seventy percent of the students were Black, Hispanic, or Oriental. Most came from low socio-economic families. About sixty-five percent of the students enrolled worked at outside jobs, typically from fifteen to twenty hours a week. A large number of the students reported that they did not like English at all. Some said they liked English "somewhat." Approximately seventy percent of these students were classified as "below average" by their teachers; the remaining thirty percent of the students were classified as "average" in academic ability.

Fifteen of the eighteen classroom teachers of English taught eleventh grade classes; two taught cross-graded eleventh and twelfth grade classes, and one taught twelfth grade. Fourteen held master's degrees. The others held baccalaureate degrees and offered a mixed-bag of courses "equivalent" to a master's level. The majority of the teachers believed they did not have the proper training as undergraduates or graduate students to teach writing. Their teaching

experience ranged from a low of three years to a high of twenty-two years. Typically, they had eight years of teaching experience.

Originally, almost 600 students were enrolled in these classes, but only 287 students took both pre- and post-objective exams and wrote pre- and post-paragraphs and essays. Contributing to this marked attrition were normal problems of attendance, class changes in "equalizations," and the serious drop-out rate in New York City high schools. Added to all this, the eleventh grade is particularly vulnerable, by age of the student and the student's inclination to give up if ultimate prospects of graduation begin to appear remote. Given the characteristics of the student population in this pilot project, the previous lack of specific training of teachers, and the contraints inherent in the conditions of teaching, the major findings appear to be truly remarkable.

I shall spare you details of raw scores, pre- and post-test. Let me summarize: seventy percent of the students who took both pre- and post-objective tests showed a net gain in the number of objectives mastered from the pre- to the post-test. Eighty percent of the students showed significant improvement in their ability to write paragraphs and essays. In general, the greatest gains were shown in the section on sentence structure and paragraph organization. The greatest improvements reflected in the writing samples were in paragraph unity and coherence and in essay organization. Improvement was also reflected in sentence structure. These gains were shown after the

students had received only ten weeks of instruction, or one hour and forty minutes of instruction a week, or a total of approximately seventeen hours of instruction in the fall semester, 1980.*

Fourteen of the eighteen teachers in the pilot project reported that the course they took with Dr. Bossone definitely helped them to become better teachers of writing. The other four believed the course helped them "somewhat." In critiques of their experience in this program, one teacher wrote:

> The Writing Proficiency Program is a step in the right direction. Classroom teachers are trained in the techniques of teaching writing in a very systematic, logical and comprehensive program. The program enables the teacher to diagnose student writing, prescribe a plan of remediation and evaluate progress. In requiring that the teacher write too, the program dramatizes for the teacher the difficulties inherent in a writing task and the rewards.

Another wrote:

> The class with Dr. Bossone has been a great help to me, professionally and personally. The students in my classes enjoyed using the materials, and derived much profit. The breakdown of individual scores, strengths and weaknesses spurred them to improve and achieve results:
>
> 1) Dramatic improvement in written expression, sentence structure and mechanics.

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* Supervision in the course of the previous research study--A Strategy for Coping with High School and College Remedial English Problems determined, by actual observation and careful count, that only eighteen to twenty two minutes of any given English period were devoted to activities that might even remotely be considered instruction. This finding was also confirmed by teachers in this pilot study.

2) Improvement in student understanding of the principles of organization.

3) Improvement in student understanding of topic sentence, other concepts, specifically, main idea and supporting details, going from the general to the specific.

4) I have noted improvement in my own writing.

Yet another:

> I was very happy at the end of the term when I saw the results my students produced on the post essay test. All of my students improved this term, as judged by objective graders. Their improvement is the thing which in the last analysis made this course so worthwhile.

And still another:

> The major problem in teaching English in a New York City high school today is the total unreality that possesses our Central Board, the bureaucracy and the politicians.
>
> The surrealism that we labor under are classes that are in constant flux; numbers that can reach forty; no supplies (paper, pencils, and limited books); a huge range of talents and attendance on the part of the students. Moreover, reading and listening to the media as they report the politicians' criticisms and suggestions is demoralizing. Worse yet, it is hypocritical.
>
> Finally, to the credit of the Board, Dean Bossone's course at least gave some recognition to giving a program leading toward a path of solution for the teaching of writing in the high school.

I cannot speak for the politicians, nor for the "bureaucracy," but I can for myself as a member of the Central Board. Happily, the teacher-critic quoted above has at least a minimal perception that the "Board" did cooperate, or give some recognition to the problem, in encouraging

Dr. Bossone to test his writing program by training New York City teachers in its use. "The path of solution for the teaching of writing in the high schools" is obviously the signal success of the Writing Proficiency Program in its impact on both teachers and students.

Too little, too late--perhaps. But from feeble beginnings we inch toward progress. Browning's dicta apply: "A man's reach should exceed his grasp . . . . ," and "The best is yet to be."

MISSION EXCELLENCE: A DIAGNOSTIC/PRESCRIPTIVE APPROACH TO AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM

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INTRODUCTION

If relevance was the educational catchword of the 70's, today it is responsibility. Government, business, parents, as well as school staff are united in their concern that student achievement, particularly in the basic skills, be given top priority.

That our country has the greatest percentage of young people attending school and the highest number of college graduates does not erase the fact that millions are barely literate. Their inadequacies in reading, writing, and computing constitute a national tragedy. For too many Americans, equality of opportunity remains an illusion as long as they lack communication and computational skills; not only are they unprepared vocationally but they are denied access to most of recorded knowledge.

Failure to achieve almost always means failure to behave to the advantage of self and the benefit of the common welfare. It is of little value to tell a student he is of worth when he cannot hold his own with peers and his self-image diminishes with the passing years. The problem is most acute where there is a concentration of society's rejected and neglected. The improvement of underachieving schools, then, is more than

a worthy cause; it is an essential for the survival of a democratic people.

As part of a comprehensive plan to raise achievement in the School District of Philadelphia, Dr. Michael P. Marcase, Superintendent, issued a "Blueprint for Academic Achievement." This document put forth citywide recommendations regarding school operation, from curriculum to supervision. Basic in the program was the declaration of high expectations for staff and students and for the enlistment of parental and community involvement.

This concept received immediate support from the Board of Education, in particular Mr. Augustus Baxter, who had expressed deep concern for quality education and sought concentration of remedial effort in low achieving schools. Similar concern was also expressed by the Education Committee of the City Council, Mrs. Augusta Clark, Chairperson.

With this background, Dr. Marcase formulated guidelines for Mission Excellence and asked the Department of Curriculum and Instruction to develop a program to "turn around" six secondary schools with significant numbers of low achieving students, with typical urban problems, and with a wide range of other needs.

Three major threads were woven into the program:

1. Major research findings regarding urban schools that have been successful in raising achievement were translated into twelve objectives required of all six schools:

   Individual Diagnostic-Prescriptive Learning

   High Expectations

   Clearly Defined Objectives

   Competent Staff

Supportive School Environment

Structured Curriculum

Commitment to Basic Skills

Productive Teaching Strategies

Sufficient Instructional Time

Effective Use of Materials

Family and Community Support

Periodic Evaluation

2. The School District's basic plan for raising achievement was recorded in the "Blueprint for Academic Achievement," a document prepared after study of the schools with the lowest scores in the California Achievement Tests. The activities recommended by the "Blueprint" were required of all six schools.

3. Adaptations requested by individual schools in order to deal with specific concerns.

Many school departments have been involved in the development of this document. They have joined the six principals and their district superintendents in sharing perceptions and recommendations. The reports of parent organizations have been incorporated. Overall direction and coordination was the responsibility of the Department of Curriculum and Instruction. In short, it has been a collaborative enterprise providing definitive parameters yet responsive to changing conditions.

The Chart on Organization emphasized the direct interest of the Superintendent of Schools in providing "across-the-board" leadership and

service.

The Timetable underscored the resolve to move ahead without delay. The work was begun in 1980.

Profiles provided basic information regarding the participating schools.

Let us note, at the outset, that this plan is ambitious and comprehensive. Some of the proposals begin with a target Title I population but others affect the entire enrollment of thousands. A carefully prepared evaluation should bring significant findings before the school year is over: What recommendations proved successful and thus deserving of expansion and replication? What are cost effective and thus possible in a financially harassed school district? What changes in organization, instruction, and funding are prerequisites if the gains achieved are to be maintained?

This charting of new paths brings us to the challenge which besets all who care about our country and the fulfillment of its destiny: to replace a non-achieving student's ignorance with enlightenment, to replace fear with trust, and to replace despair with possibility.

GOALS

1. To attain significant improvement in reading, writing, and mathematics by students of Edison, Franklin, Gratz, and Kensington High Schools, and of Penn Treaty and Vaux Junior High Schools.

2. To raise the level of readiness for vocational employment.

3. To increase the number of students interested in and prepared for higher education.

4. To establish a model for raising achievement in large urban secondary schools that can be replicated throughout the school district.

Objective 1 - Individual Diagnostic/Prescriptive Learning*

Rationale

In the final analysis, education is a personal matter. To raise achievement, the school must meet the specific learning needs of each student. Where these needs match those of others, group instruction will be supportive as well as economical. Inevitably, however, there will be concerns requiring individual attention. Academic growth begins with an assessment of the student's performance, past and present, and the development of a defensible course of action for the immediate future. Whatever the problem, intellectual, physical, social, or emotional, remedy must follow. To the extent that each student has such a prescription and it is being fulfilled, there will be a productive school.

Response (all schools)

. Diagnose educational needs of each student and prescribe an individual program to fit those needs.

Blueprint (all schools)

. Principals will use student achievement records as baseline data to review basic skills needs of each class.

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* See Attachment 1 for complete guidelines for Objective One. Other guidelines for objectives are available from the Superintendent's office.

. Individual conferences will be conducted with teachers to discuss their instructional objectives for student achievement.

Individual School Adaptation

. Create the position of Personalized Educational Program (PEP) coordinator. This individual would be responsible for coordinating all PEP activity and would work closely with our administrators, teachers, central office, counselors, students, parents, and agencies to gather information about the students who are in our PEP group. Extra curricular funds should be provided for a committee of six staff members (English, science, math, social studies, counseling, and vocational education) to meet at least three days a week for two hours after school to discuss, plan, and write PEP's for our students in consultation with our PEP coordinator.

. Select those 8th grade students whose scores on the California Achievement Test (CAT) in vocabulary are within the 18% to 25% range.

. Check the comprehension score on the CAT to select any other students whose comprehension score 25% to 90% indicates the potential for significant improvement.

. Administer the Point 31 Placement Test and Secondary Reading Assessment Phonics Inventory.

. Organize reading classes according to levels in order to make group instruction possible as well as implement the PEP.

. Provide tutoring for students whose progress is slow.

. Teach students in the target group how to take tests.

. Plan for midterm and final examinations in reading and mathematics.

. Explore the feasibility of mastery learning in mathematics.

. Students should keep a profile of their progress and compare it with the teacher's record.

. Administer interest inventories, either orally or in writing, to determine student interest in vocations and the fine arts.

. Attempt to have the fine arts and career education personnel enhance and complement individual program.

. Select six sections on each of three grade levels (7-8-9). Two sections on each grade level will be from our slower achieving groups, two from our middle achieving groups, and two from our better achieving groups. A total of eighteen sections will participate. Many activities, however, will have impact on all students in the school.

Objective 2 - High Expectations

Rationale

Effective schools view each student not as a memory machine or a number on the rolls, but as a human being with special worth and unique qualities. From the earliest years, we respond to the expectations of others and behave accordingly. Although, education in a democracy should be a path toward self-fulfillment, development of one's powers always requires challenging, rigorous, and frequently onerous work. To water

down education is to leave students unprepared either to move to the next higher level of learning or to find employment when formal schooling ends. It would be far better to offer quality opportunity for all, reflecting a belief that students can and will achieve.

Response (all schools)

. Provide dedicated and visible leadership.

Blueprint (all schools)

. Have Executive Institute focus on leadership development in basic skills instruction.

. Have school personnel communicate to students and parents high expectations and promotional standards.

. Have principals provide opportunities for students and staff to discuss successful practices of teachers and outstanding achievement of students.

. Have the Academic Achievement Advisory Committee develop plans for special recognition for outstanding student programs.

Individual School Adaptation

. Hold teacher-student conferences after school hours.

. Hold special assemblies, as needed, to honor students who have excelled in academics, behavior, and attendance.

. Institute a program of concrete awards to reward high achieving students. Such rewards might include: trips, books, tee shirts, trophies, certificates, tickets to sporting events, etc.

. Conduct workshops during faculty meetings that will highlight

specific teacher behaviors that convey high expectations. These workshops will be conducted by the Affective Education Program.

Objective 3 - Clearly Defined Objectives

Rationale

It is better to select a few carefully considered objectives and marshal all the resources of a school district toward the accomplishment of these objectives than to do many things superficially. Much of the difficulty in schools stems from failure to state clear objectives and the means of fulfilling these objectives. Functions that more effectively belong to the home, church, and social agency should not divert energy or resources from the preparation of self-governing citizens in a democracy. It is important to note that the school is the only institution specifically established for cognitive development. Needs and their resultant objectives change, but in the year 1980, the clear priority for these schools is literacy.

Response (all schools)

. Conduct a Needs Assessment and formulate a Plan of Action.

. List essential learnings in basic skills and a timetable for their mastery.

. Involve total school staff in cooperative planning.

. Develop and publicize Statement of Goals and Objectives.

Blueprint (all schools)

. Have the Office of Curriculum and Instruction define essentials for each grade.

. Have each school organize an Academic Advisory Committee of teachers, administrators, students, parents, and businessmen who will help determine needs, assess resources, develop a plan of action, and review results.

Individual School Adaptation

. Develop a handbook for students and parents that will state school objectives, programs, policies, and directions. This handbook will be printed in both English and Spanish.

Objective 4 - Competent Staff

Rationale

Leadership is the single most important factor in the life of an organization. It is the duty of educational leadership to search out strengths and weaknesses, to nurture strength and spread its power, to define weakness, and to provide remedy. The ultimate goal of such activity is to raise the quality of instruction and to create an environment where the best talents of the teacher can deal effectively with the needs of the learner. Careful selection of staff, consistent supervision, cooperative planning, continual in-service development characterize a successful school.

Response (all schools)

. Review total staff strengths and needs.

. Provide continual staff development.

. Conduct intensive supervisory program.

Blueprint (all schools)

. Have principals develop a school organization chart delineating roles and responsibilities.

. Have principals use student achievement records as baseline data to review basic skills needs for each class.

. Conduct individual conferences with teachers to discuss their instructional objectives.

. Have principals reserve time to visit classroom and other areas where student activity is taking place.

. Have principals reserve a portion of each faculty meeting for presentation of some aspect of the school's basic skills program.

. Have district staff meetings include regularly scheduled instructional program briefings.

. Have the Office of Curriculum and Instruction in conjunction with District Superintendents establish teams of supervisors with expertise in refining basic skills instruction and have them initiate for low achieving schools detailed plans for staff development.

Individual School Adaptations

. Appoint a coordinator to allow for more active supervision, consultation, and involvement of the principal in this plan.

. Have English and reading teachers share ideas with the entire staff.

. Inform each department through workshops on how to teach reading within their particular subject field.

. Fill all vacancies with certified teachers in those subject areas and allow for the principal's input regarding the selection of such teachers.

. Provide release time (reduced roster) for Title I reading teacher to demonstrate teaching techniques, share materials, assist in PEP preparation, and consult with classroom teachers.

. Lower pupil counselor ratio by adding one counselor.

. Assign long term substitute teachers or over appointments to be used at the discretion of the principal to cover teachers for ongoing staff development and follow-up during school hours.

. Assign additional para-professional staff:

a) counselor aide (typist)
b) custodial help
c) reading aides
d) math aides

. Hold two departmental curriculum development meetings per month: one during the regular school time, the other during after school compensated time.

. Have teachers in the non-basic skills areas meet with the basic skills specialists to better integrate the basics into the regular course content.

. Hold one staff development meeting per month, on an after-school compensated basis, and involve specialists to help total staff deal with instructional problems.

. Conduct a staff needs assessment to determine staff development needs. After the assessment, have administrators identify

the available resources in and out of the school district and arrange for simultaneous presentations on extra faculty meeting days.

Objective 5 - Supportive School Environment

Rationale

Philosophies and techniques cannot be imposed. On the contrary, from the start, emphasis should be on involving all who are to participate on a basis of candor and confidence. In the long run, less time and energy are expended. No curriculum can succeed without the support of the teacher and principal. Schools cannot be safe without the support of the students. Facts can be mastered only with difficulty when there is an adversary relationship of teacher and learner. Achievement, then, is an affair of the heart as well as of the mind; it is a social relationship as well as an intellectual one; it involves the total school as well as the classroom.

Response (all schools)

. Establish student task forces.

. Enforce "Student Bill of Rights" and Discipline Code.

. Enlist aid of local colleges and universities.

Blueprint (all schools)

. Disseminate and discuss discipline and School Code guides in conferences, workshops, and faculty meetings.

Individual School Adaptation

. Recognize the library as critical to an effective instructional program. To increase the effectiveness of the library, do

the following: have additional staff, adequate materials (AV, paperback books, high interest/low vocabulary books); free the librarian from much of the clerical operation of the library so that he/she can have more time to work with teachers, student groups, and individuals.

. Employ additional non-teaching assistants to establish parental contact to get students back into class and to eliminate the disruption of the educational program.

. Revitalize student government and other student groups by forming an umbrella group that includes representatives of each active student organization. Give one staff member release time to coordinate this student group during the school day. Have this student group discuss, plan, and carry out activities to increase school spirit. Help identify and resolve student problems in the school. Conduct activities within the community. Help decorate walls and bulletin boards. Recruit student tutors and aides. Help generate interest and participation in school activities. Develop a plan for regular school-wide recognition of student accomplishments. Plan color days, school spirit days, school-wide reading activities, dress up days, school clean-up days, explain the Student Bill of Rights and Responsibilities, etc. Receive leadership training from the Affective Education Office.

. Increase building security by increasing the number of full time NTA's assigned to the school.

. Have a security officer assigned to the school on a full time basis.

. Complete outstanding work orders.

. Repair and refurbish school.

. Appoint additional counselors to provide more intensive counseling to our student population. Have these counselors proficient in Spanish where necessary.

. Accelerate process to place all identified special education students.

. Appoint teachers and classroom aides to staff an in-house suspension program.

. Initiate a Student School Service Committee which will involve itself in school beautification, tutoring, hall monitoring, and lunchroom supervision. Select and supervise these students carefully; pay them through Neighborhood Youth Corps funds.

Objective 6 - Structured Curriculum

Rationale

Discussion regarding curriculum must begin with a frame of reference: a precise scope and sequence that takes priority over type of organization. Without this common reference, schools and community will argue without profit; professional staff will be inadequately informed, and evaluation will be rendered impossible. Adherence to official courses of study insures equality of offerings in all the schools of a metropolis and provides for fulfillment of objectives. Setting standards need not be

regimentation but recognition of the capabilities of students. If we begin with a belief that in every grade we cannot afford to fall below minimal expectancies and if we organize our schools and policies to forward that understanding, then most students will reach high school able to comprehend basic words and to grasp content that is understood by most students.

Response (all schools)

- Adhere to official courses of study.
- Ensure availability and use of courses.
- Establish techniques for lesson planning.

Blueprint (all schools)

- Use official citywide courses in all schools.
- Identify essential learnings for each grade and/or subject grade standards for promotion.

Individual School Adaptation

- Offer elective courses that are designed to meet students' needs and interests. Have teachers work in teams to develop units that will include all facets of the language arts curriculum.
- Offer business mathematics to all business education students in place of general mathematics.
- Offer personal typing as a two-period minor for students who are unable to take typing as a major.
- Design or plan a curriculum in each science (biology, chemistry, and physics) consisting of levels of progression, coinciding with the

ten months of the school year.

. Have each subject area teacher adhere to all guidelines.

. Plan and develop pilot programs of 9-12 weeks in unit based courses in non-continuum curriculum, i.e., English, science, social studies, and basic business.

Objective 7 - Commitment to Basic Skills

Rationale

Our democratic society requires the mastery of basic skills. Knowing how to read and compute are essential to learning and are essential for obtaining any meaningful position above unskilled labor. The mastery of basic skills is especially important for the poor because it is the only acceptable way they will be able to improve their lot. For them, language and mathematics skills are not luxuries but survival. Any who speak otherwise play games with the lives of countless innocent children.

Response (all schools)

. Provide intensive instruction in reading, writing, and mathematics.

. Emphasize reading, writing, and mathematics in all subjects.

. Emphasize and teach study skills in every subject.

Blueprint (all schools)

. Have principals devote a segment of faculty meetings to presentation and review of curriculum guides that cover basic instructional programs including mathematics and reading levels.

. Have the Office of Curriculum report its recommendations

regarding the basal linguistic approach to reading instruction and have them note whether this shall become the School District's basic approach in the teaching of reading.

. Have the Office of Staff and Leadership Development with the help of Curriculum and Instruction recommend to the Superintendent a comprehensive program of in-service education for teachers in the basic skills.

Individual School Adaptations

. Expand the staff development program to help teachers create individualized curriculum materials.

. Develop for each student an individual learning chart.

. Have English and reading teachers set aside at least one 45 minute English or reading period for the development of written expression skills. Hold minimum time period in addition to regularly scheduled language arts lessons.

. Have English and reading teachers provide instruction to develop functional writing skills as described in "Written Expression Activities" Curriculum and Instruction, 1976.

Objective 8 - Productive Teaching Strategies

Rationale

Throughout the years, considerable attention has been given to the significant characteristics of successful teachers. It has been long recognized, for example, that the best teaching method is personal example. Teachers who hold high standards for themselves and for their students

generally obtain better results. Recently there has been much attention given to productive instructional methods for the underachieving. Worthy of being noted are mastery learning, interdisciplinary teaching, shortened content units with frequent evaluation, and computer-assisted learning. Equally important is cooperative planning involving the teacher, supervisor, principal, and student.

Response (all schools)

. Provide each student with a Personalized Educational Program.

. Ensure maximum amount of direct instruction.

. Make available "step-by-step" procedures in reading, writing, and mathematics.

. Support interdisciplinary planning.

. Use real life content.

. Increase work-study program plus after-school employment.

. Increase participation in skill centers.

. Establish Tutor Corps.

Blueprint (all schools)

. Have teachers devote the majority of the teaching period to direct instruction of students.

. Have the Office of Curriculum and Instruction develop "step-by-step" instructional processes in the basic skills.

. Have the principal use local and central office resources to continually emphasize the importance of direct instruction and to aid implementation by observing classroom activities.

. Utilize aides less in instructional roles and more in classroom management roles.

Individual School Adaptation

. Group students by subject or by career objectives with 150 in each group. Have each team of teachers provide individualized or small group instruction based on PEP recommendations as well as the common theme of that particular group. Provide additional teachers with basic skills instruction.

. Create a summer program for pupils who need supplemental help in basic skills.

. Organize the school on a two semester per year basis. Reduce student goals to five-month objectives.

. Have the librarian allocate time for individualized instruction.

. Give students work experience credit for job training and exposure. Cycle work experiences every six to eight weeks with a goal of employment.

. Eliminate social promotion and establish special assistance programs rather than grade retention.

. Create a new position for a person to supervise a basic skills core program that is based at skills centers for students from the home school.

. Have students study operations with whole numbers, fractions, and decimals for approximately fourteen weeks or one and one-half report periods. Study percents for four or five weeks, i.e.,

one-half report period. Since mastery of computational skills requires practice, assign homework regularly. Tutor students in groups of five or less.

. Develop a program for achieving students in mathematics, providing them with an environment of special resources and individual guidance. Limit classes to a maximum of fifteen students. Make the target group of students those in the eighth grade at or above the 50th percentile on the mathematics portion of the California Achievement Test. Have the curriculum consist of the BASIC computer language, alegebra, geometry, and other mathematical studies in which the student might express an interest.

. Design a program for students who have displayed superior academic abilities in the classroom and on standardized tests and who are formally identified by counselors, teachers, parents, and administrators. Ensure that the program has the following features: written criteria for admission, formal admission procedure, curriculum developed jointly by teacher and student, highly individualized curriculum, meets five times weekly, parental involvement at home and in the school, periodic public relations update, a library component, counselor and staff input, high visibility, awards, extra grade credit toward regular English grade, and periodically holds meetings with children and parents involved in the program. Have the target group taken entirely from the eighth grade and made up of those students that fall between the 20th and 49th percentile inclusive on the vocabulary section of CAT. Also include

students in the same grade level who fall into the same percentiles in the math section of CAT.

- Introduce Mastery Learning.

Objective 9 - Sufficient Instructional Time

Rationale

It is well known that the more time spent on a task the greater the learning. "Ten easy lessons" does not ensure the mastery of basic skills. Rather the teacher must be freed from interruptions or distractions that will reduce direct instructional time. Direct instruction means that teachers are explaining, clarifying, demonstrating, and involving students in all aspects of the learning process. Administration must assist teachers by analyzing time and effort used to conduct attendance checks of teachers and students and by eliminating low priority demands that interfere with classroom instruction.

Response (all schools)

- Establish uniform schoolwide routines.
- Reduce classroom interruptions.
- Reduce non-instructional tasks.
- Lengthen school day and provide summer programs.
- Check attendance of students.
- Check attendance of teachers.
- Introduce new secondary report card that gives student attendance for each subject.

Blueprint (all schools)

. Have the Task Force on Absenteeism report to the Superintendent of Schools its recommendations for significantly decreasing teacher absenteeism.

. Make schools with low achievement rates and high teacher mobility and/or absenteeism eligible to employ long-term substitutes.

Individual School Adaptation

. Offer instruction-related activities of high interest 3 hours per week after school hours.

. Extend the school day.

. Offer note-taking as a two-period minor.

. Appoint and provide auxiliary substitutes with lesson plans for each discipline.

Objective 10 - Effective Use of Materials

Rationale

Instructional materials and equipment must be readily available to support the educational program. Schools with the greatest need for raising student achievement should have priority regarding available resources possible. Fortunately both the school district's materials, supplemented by commercial offerings, are rich in variety, attractiveness, and content. The problem is not one of selectivity but of funding and delivery.

Response (all schools)

. Establish collaborative selection procedures.

. Monitor delivery system.

. Strengthen library.

Blueprint (all schools)

. Establish a clearinghouse in the Office of Field Operations to give emergency priority to correcting any substantial delay in the provision of materials or services deemed to have a serious negative impact on student achievement.

Individual School Adaptation

. Organize a community and student career resource center, utilizing the latest materials and equipment. Have the librarian and an aide coordinate the activities.

. Increase the supply of dictionaries.

Objective 11 - Family and Community Support

Rationale

Particularly where achievement is low, schools must reach out for additional support. The natural desire of parents to help their children can be used constructively in an open relationship. Parents should be provided with information regarding the school program and given methods on how to assist their children in mastering school assignments. Volunteers can tutor. Business and social organizations also give support to schools in a variety of ways from student internships in the office or shop to actual underwriting of innovative programs. The School District Parent Partnership Program gives evidence of the value of open and continual communication between the school and its community.

Response (all schools)

. Strengthen "Parent Partnership" Program.

. Introduce signed parent contracts.

. Establish system of parental consultation.

. Provide surrogate parents where needed and possible.

. Involve business in student recognition activities and work-study opportunities.

. Expand Tutor Corps.

Blueprint (all schools)

. Establish direct and immediate communication with parents regarding:

1) support of school program

2) fostering good attendance

3) monitoring homework

4) developing study habits

5) frequent contact with school

. Establish a media program in early fall to foster good relations between home and school.

. Have the Division of Volunteer Services provide guidance to principals on ways of involving parents.

. Hold parent orientation sessions at beginning of each school year to acquaint parents with the school's program, services, resources, and needs.

. Inform parents as early as possible concerning anticipated failures.

. Revise present reporting practices.

. Recruit parent, student, and business volunteers to assist wherever possible.

Individual School Adaptation

. Develop parent workshops on curriculum and home study.

. Prepare a basic skills newsletter for parents.

. Establish a career development program in cooperation with local university.

. Recruit business people to serve as tutors.

. Have parent workshops provide information on good study habits and homework assistance.

. Establish a job placement office for graduates and dropouts.

. Establish parent workshops to disseminate information about CAT, PSAT, SAT.

. Form a Mission Excellence Parent Advisory Committee.

. Form a Parental Contact Committee to increase community support.

. Establish a Communications Committee to develop an ongoing media program and an Adopt-a-School Committee to encourage school-business partnerships for work-training, tutoring, and program development.

Objective 12 - Periodic Evaluation

Rationale

If development of specific objectives is essential in raising

student achievement, then it follows that evaluation must continually report progress in attaining these objectives. Such studies would examine the effectiveness of various changes made in school programs. Direction would be provided in separating productive elements from the non-productive elements. Thus morale would improve because participants would have uncertainty removed from their effort, and educational discussion could move from emotion to fact. In addition, replication would spread effectiveness throughout the system at the lowest possible cost.

Response (all schools)

. Evaluate attainment of specific objectives: individual, class, and school.

. Identify standards for promotion.

. Provide frequent reporting of progress.

. Maintain cost analysis and cost effectiveness.

Blueprint (all schools)

. Have the Office of Research and Evaluation develop an evaluation unit whose specific task it will be to evaluate the effectiveness of new curriculum and organizational changes made to improve low achieving schools.

. Have district superintendents require each principal to submit a written plan for academic achievement for the coming year and review plans with the principal.

. Have district superintendents visit each principal, at least twice a year, to review the principal's progress in increasing

academic achievement.

. Have district superintendents, prior to close of each school year, submit a progress report on school achievement plans to the Superintendent of Schools. Ask that this report contain concise evaluations and specific recommendations.

EVALUATION

The General Approach

The evaluation that will be employed with the Mission Excellence Project may be viewed as a three-stage process. The first stage is to determine and to report on the fidelity of the installation of the project, based upon timelines and activities described in the plan and delineations by each of the six-site coordinators. In addition, on-site observations and interviews with project staff and participants, and the administration of questionnaires will be used to gather data leading to an interim report on the completeness of installation.

An examination of the procedures and activities that are precursors for the final outcomes will be carried out in the second stage of the evaluation. In this stage, a systematic monitoring of the project will be carried out. The purpose of the monitoring is both evaluative and managerial. For example, if monitors note that the group(s) charged with developing individualized curriculum materials has shifted its emphasis and approach, this information can be relayed to the project staff so

that a decision can be made regarding the appropriateness of the new direction. In this example, the process leading up to the change also has a bearing on the evaluation. Without systematic monitoring, data explaining the lack of attainment of an objective or data supportive of a change in the objective might not be available to the evaluators. A managerial approach to monitoring can help improve a project and have a clear bearing on the project's ability to meet specified objectives. Only by an appraisal of process can the evaluators obtain and consider information on enabling objectives and precursor activities related to final product outcomes. For example, the development of individualized curriculum materials has a direct relationship to the school's ability to implement individual diagnostic/prescriptive learning. Thus, information on the success and extent of the curriculum development effort is a critical element in the examination of individualization efforts.

Evaluative techniques relevant for this stage include observations of meetings, workshops, planning sessions, and the development and use of instruments for determining participants' reactions to products and services so that modifications, where indicated, may be included as part of the development process.

The final stage of the evaluation process is the collection and examination of quantifiable data. This stage requires the collection of data regarding the attainment of product and outcome objectives that include, for example, criteria regarding extent of participation, amount of dissemination, completeness, and degree of effectiveness. For

each of these objectives, criteria will be developed. The evaluators' task is to examine products and other outcomes in light of the criteria, to summarize attendance and usage logs, and to develop a report that accurately reflects the project's achievement.

As indicated above, timelines and criteria for each of the proposed products will be developed. In addition to monitoring progress, assessments of the impact of products will be made when presented. For each product, data will be collected from a sample of the audience(s) to determine whether the intended message was understood. In addition, project records/logs will be examined to determine the extent of product usage; that is, an analysis will be made of the dissemination of designated products to the appropriate individuals and organizations. In each case, the results obtained will be compared with the impact criteria and the requirements of the enabling objectives so that extent of attainment can be determined and reported.

Levels of Evaluation

One definition of evaluation is that it is the process of providing information for decision making. In a project with the scope of Mission Excellence, decision making takes place at a variety of levels. Teachers, curriculum developers, supervisors, principals, district superintendents, curriculum and instruction staff members, and other central office administrators may need information on which to base decisions. Therefore, the evaluation will be structured to provide relevant feedback to all levels of personnel involved in the project.

Evaluation information will be available on a school-by-school

basis and an overall project basis. Implementation and process evaluation data will be reported to the appropriate staff members in a timely fashion. The interaction between the evaluators and the project staff is designed to provide a means for quickly determining, reporting, and acting upon any discrepancies between the planned and actual operation of the project. The interaction also helps assure that a complete and accurate description of the project activities is developed and that the analysis of data is reported within a context of reality.

Objectives

In order that they may serve as the basis for an evaluation, objectives must 1) describe a measurable outcome or behavior, 2) define the important conditions or restrictions under which the outcome or behavior is to occur, and 3) contain a criterion of acceptable performance. The objectives outlined for Mission Excellence serve to identify the general areas in which the project will operate, but they must be further defined so that the evaluators and the project staff have a complete and unified understanding of them.

In order to determine the effectiveness of Mission Excellence, the evaluators will meet with representatives of the schools and the Curriculum and Instruction Office to determine criteria for each objective and to discuss the processes that will be used in each school's efforts toward the attainment of each objective. This procedure will help to define the specific elements of the school's plans.

The plans for examining each of the objectives will not be

finalized until these meetings have taken place. However, the techniques that will be used are described in a general way as a means of initiating the process of establishing the evaluation plan.

Objective 1 - Individual Diagnostic/Prescriptive Learning

The evaluators will observe each school to determine the extent to which individual diagnostic/prescriptive techniques have been initiated. It is expected that individual diagnostic profiles will be developed and made available, that individual's programs will be consistent with their needs (as specified in the profiles), and that teachers will implement instruction on this basis. Precursor activities that will be the subject of questionnaires, observations, and/or interviews include principals' meetings with individual teachers and groups of teachers, the planning and development of individualized curricula, and the identification and availability of necessary resources.

Objective 2 - High Expectations

The evaluators will receive copies of all materials that are disseminated by the schools in order that the extent of the communications efforts may be documented. The content of these materials will be analyzed and summarized in light of the criteria to be established (for example, the communication to all parents and all students regarding the standards of promotion and the dissemination of materials in the home language).

The content of leadership development in the area of instruction provided by the Executive Institute, principals' attendance at these sessions, and the utilization of leadership practices will be determined

through observations, interviews, the examination of records, and questionnaires.

Objective 3 - Clearly Defined Objectives

Each school will submit a list of the members of its Academic Advisory Committee to the evaluator. The evaluator will develop and administer a questionnaire to determine the Committees' activities in the areas of needs assessment, identification of resources, planning, and evaluation of progress. These data will be verified by on-site interviews. In addition, the evaluator will serve as a resource to the committees, assisting them in the needs assessment process and providing them with information on progress on a regular basis.

Objective 4 - Competent Staff

Staff development schedules and agencies will be sent to the evaluators on a regular basis. In addition, the evaluators will monitor a sample of the school's staff development sessions and faculty meetings to provide a validation of these staff development activities. Supervisory practices of the principal and the Office of Curriculum and Instruction will be determined through the use of questionnaires and interviews. The coordination of the various supervisory and staff development efforts will be described as a means of determining their potential impact on teachers and students. On a regular basis, the status of these activities will be compared to the requirements of the plan and discrepancies will be reported.

Objective 5 - Supportive School Environment

A school climate questionnaire will be administered on a pretest-posttest basis in order to examine the effects of the project on the school's atmosphere. This information will be supported by data from periodic observations and interviews. The establishment of student task forces, the enforcement of the Student Bill of Rights and Responsibilities and the Discipline Code, and the assistance of local colleges and universities are some of the specific school practices which will be assessed.

Objective 6 - Structured Curriculum

Evaluators will review school and teacher records and will observe classroom instruction in order to examine the adherence to official courses of study and the presence of lesson planning techniques. Interviews will be conducted to determine whether necessary materials and services have been provided in a timely manner.

Objective 7 - Commitment to Basic Skills

Students' rosters will be analyzed to determine the extent to which reading, writing, and mathematics are regularly scheduled activities. Observations of classroom instruction will focus on the efforts to include reading, writing, and mathematics skills within the various subject matter areas.

In-service education plans developed by the Office of Staff and Leadership Development will be submitted to the evaluators and reviewed for concordance with the school's efforts in basic skills. The implementation and effectiveness of the in-service program will be assessed by

means of questionnaires and observations.

Objective 8 - Productive Teaching Strategies

Interviews, observations, and questionnaires will be used to determine the extent to which the specified activities have been implemented.

Objective 9 - Sufficient Instructional Time

Student attendance will be analyzed on a regular basis and will be discussed along with descriptions of the school's efforts toward improving attendance. The school district's procedures for ameliorating the effects of teacher absenteeism and procedures for reducing non-instructional time will be determined through interviews with principals.

Objective 10 - Effective Use of Materials

The evaluators will collect information from principals, department heads, librarians, and central office staff to describe the procedures for selecting and obtaining materials. The interrelationships between the school libraries and the classrooms will be determined and reported descriptively.

Objective 11 - Family and Community Support

A checklist for family community support activities will be developed by the evaluators. This instrument, along with copies of relevant materials, will be completed and forwarded to the evaluators on a regular basis. The extent and variety of family and community support activities will be summarized and shared with project administrators.

Objective 12 - Periodic Evaluation

The evaluation unit whose specific task it will be to evaluate Mission Excellence will develop a comprehensive matrix of project goals, activities, and data collection/analysis techniques. By organizing the various project elements in this way, the evaluators will be able to develop instruments and other evaluation procedures in the most efficient manner.

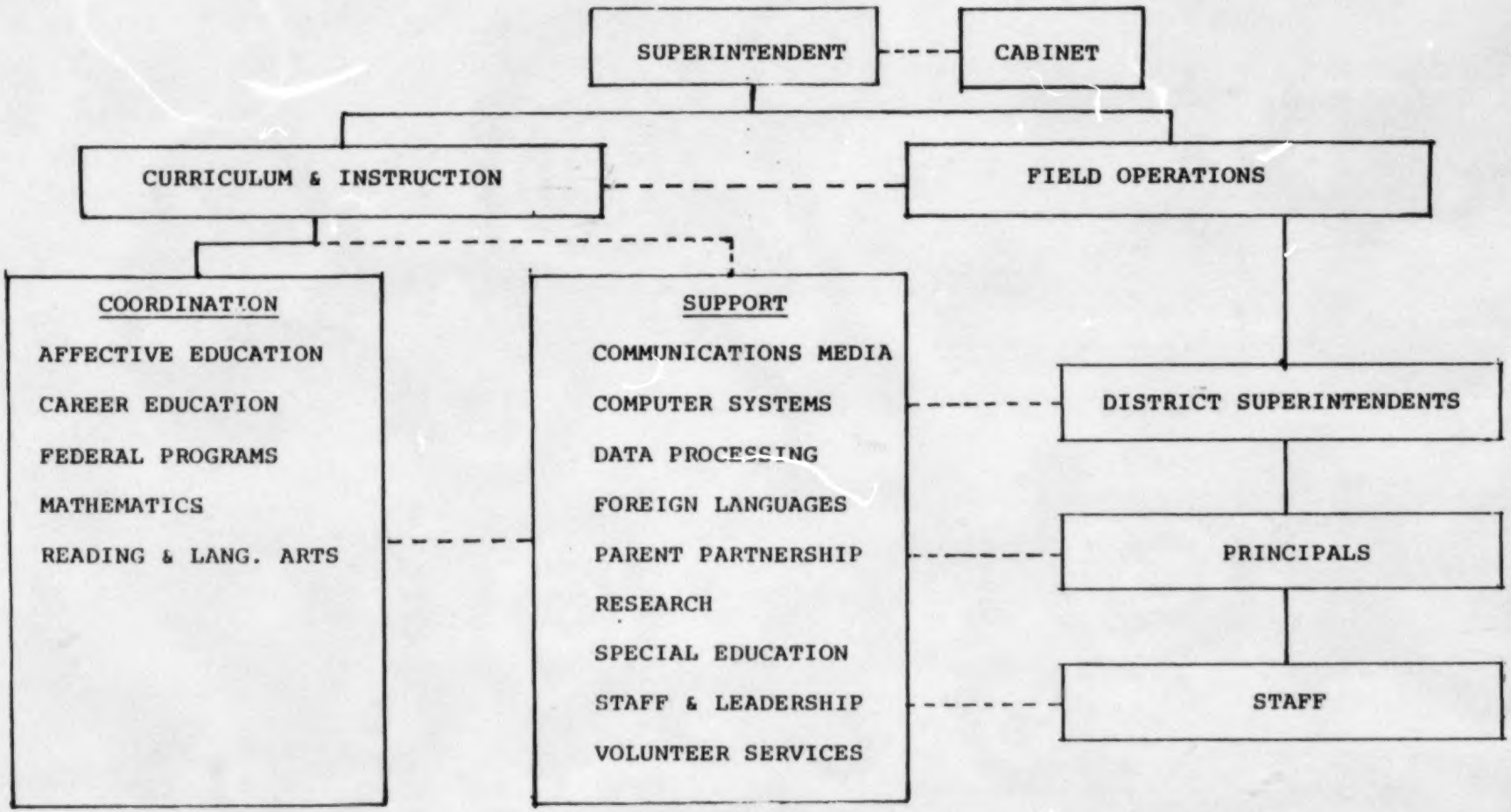
Concluding Statement

The evaluation effort has two primary purposes. The first is to regularly collect, analyze, and report on project progress so that the impact of various activities can be examined and, where necessary, changed to overcome any unanticipated problems. The second is to provide an analysis of the overall project and its effects. This facet of the evaluation is long term in its conception. Baseline data on a variety of indicators will be developed, and annual updates will be completed. Included among these indicators are achievement test scores, functional literacy results, attendance rates, and dropout rates.

In addition to examining the project's success in terms of the criteria established in the objectives, the individual school program variations will provide the evaluators with a means of establishing comparison groups for determining the relative effectiveness of different activities. Schools will be grouped according to the similarities and differences in their approaches to the project goals, and comparative information will be developed so that the more and less effective elements of the school activities can be identified.

The evaluation effort is one of the key elements within Mission Excellence. The evaluators serve an important role by working with project staff at all levels for the purpose of project improvement. By observing, interviewing, collecting, and analyzing data across all levels of the project, the evaluators are in a unique position to provide meaningful feedback on a broad basis. This range of evaluation activities also assures that the reporting will be both sensitive and complete, providing a comprehensive and objective analysis of the effects of Mission Excellence.

ORGANIZATION CHART



TIMETABLE (Tentative)

C - Additional Cost
NC - No Additional Cost
B - "Blueprint for Academic Achievement"
R - Response

NOVEMBER, 1980

3.1 Conduct a Needs Assessment, formulate a plan of action (NC, R)

3.4 Have Curriculum and Instruction define essentials by grade(NC, B)

DECEMBER, 1980

1.2 Have principals use student achievement records as base to review needs (NC, B)

2.3 Have Executive Institute focus on leadership development in basic skills (NC, B)

2.6 Have Academic Achievement Advisory Committee develop plans for recognition of outstanding programs (NC, B)

3.2 List essential learnings in basic skills, Timetable for Mastery (NC, B)

3.4 Develop and publicize goals and objectives (NC, R)

3.5 Organize an Academic Advisory Committee to determine needs, resources, plans, and reviews (NC, R)

4.4 Develop a school organization chart of roles and responsibilities (NC, B)

5.1 Establish student task force (NC, R)

7.5 Have Curriculum and Instruction recommend policy on teaching of reading (NC, B)

8.3 Make available step-by-step procedures in reading, writing, and mathematics (NC, R)

8.10 Have Curriculum and Instruction develop step-by-step process in basic skills (NC, B)

9.1 Establish uniform routines (NC, R)

10.4 Have Field Operations establish a clearinghouse to deal with emergency delays in materials and services (NC, B)

JANUARY, 1981

4.1 Initiate selection process with Personnel Department and principal (NC, R)

4.5 Use student achievement records as basis for review of individual class needs (NC, B)

4.10 Have Curriculum and Instruction with district superintendents establish supervisory teams for refining basic skills instruction and detailed plans for staff development (NC, B)

5.3 Enlist aid of local colleges and universities (NC, R)

6.5 Identify essential learnings for each grade and for promotion standards (NC, B)

9.8 Have Task Force on Absenteeism recommend ways to reduce teacher absenteeism to Superintendent (NC, B)

10.1 Establish collaborative selection procedures (NC, R)

11.2 Introduce parent contracts (NC, R)

11.9 Employ volunteer services to help guide principals (NC, B)

11.10 Orient parents (NC, B)

11.13 Solicit volunteers (NC, B)

12.2 Identify promotion standards (NC, R)

FEBRUARY, 1981

9.7 Introduce new report card with subject attendance (NC, R)

11.12 Revise report cards (NC, B)

12.1 Evaluate attainment of specific objectives: individual, class, and school (NC, R)

12.6 Have district superintendents require principal's plan for year, review plans with principal (NC, B)

MARCH, 1981

12.5 Have Research and Evaluation develop evaluation unit to evaluate effectiveness of new curriculum and organizational changes (NC, B)

JUNE, 1981

12.4 Maintain cost analysis and cost effectiveness (NC, R)

12.8 Have District Superintendent submit progress report to Superintendent with evaluations and recommendations at close of year (NC, B)

BUDGET ESTIMATE

To be completed when all program components are approved.

GUIDELINES FOR OBJECTIVE ONE: INDIVIDUAL-PRESCRIPTIVE LEARNING

1. Definition

The Mission Excellence program has as its central component the development of a Personalized Educational Program (PEP) for students in participating schools. PEP is designed to provide the diagnostic information necessary for making decisions about individual students, and a prescriptive set of activities designed to assist students in reaching realistic goals for their personal and academic growth.

2. Process

The PEP process includes:

a. Development of diagnostic information
    1. data processing
    2. school records
    3. interviews with students
    4. interviews with school staff
    5. interviews with parents
b. Evaluation of information
c. Development of PEP prescription
d. Implementation of PEP prescription
e. Follow-up monitoring

3. Mission Excellence Resource Team

3.1 The Instructional Coordinator, under the direction of the

principal and in relationship with the Offices of the District Superintendent, Federal Programs, Title I Reading and Mathematics, will be responsible for coordinating all activities related to Mission Excellence, including the development of a PEP, tutoring,and other related services. Duties include: acting as a liaison for school district divisions serving Mission Excellence programs; preparing budgets; coordinating the activities of the Mission Excellence staff; coordinating the development of a PEP for each student in the target population; establishing goals and objectives and recording progress in each area; communicating with parents, administrators, students, and the community on an ongoing basis; serving, at the discretion of the principal, in after-school and summer school Mission Excellence programs, including participating in and/or conducting staff development.

3.2 The Mathematics Consulting Teacher, under the direction of the Principal and in relationship with the District Superintendent, the Office of Federal Programs, and the Director of Title I Secondary Mathematics, is responsible for the implementation of the mathematics component of the Mission Excellence program. Working with the Instructional Coordinator, the Mathematics Consulting Teacher assists in the development of a PEP for each Mission Excellence student; plans and implements an ongoing mathematics staff development program for all participating teachers and aides; sets up criteria and procedures for ordering special equipment, instructional aids and supplies for use in the program; directs efforts for monitoring

and recording the progress of Mission Excellence students in the area of secondary mathematics; assists in interpreting the goals, objectives, and operation of the program to the general public; prepares instructional materials for teacher and student use; helps to arrange and schedule tutoring; is responsible for giving demonstration lessons, assisting mathematics teachers, and suggesting teaching techniques.

3.3 The Reading Consulting Teacher, under the direction of the Principal and in relationship with the District Superintendent, the Office of Federal Programs, and the Director of Title I Reading, is responsible for the implementation of the reading component of the Mission Excellence program. Working with the Instructional Coordinator, the Reading Consulting Teacher assists in the development of a PEP for each Mission Excellence student; plans and implements an ongoing reading staff development program for all participating teachers and aides; sets up criteria and procedures for ordering special equipment, instructional aids and supplies for use in the program; directs efforts for monitoring and recording the progress of Mission Excellence students in the areas of reading, writing, and oral communication; assists in interpreting the goals, objectives, and operation of the program to the general public; prepares instructional materials for teacher and student use; helps to arrange and schedule tutoring; is responsible for giving demonstration lessons, assisting reading teachers, and suggesting teaching techniques.

3.4 The Counselor, under the direction of the Principal and in relationship with the Offices of the District Superintendent, Pupil

Personnel and Counseling, and Federal Programs, serves the ESEA Title I eligible target population for Mission Excellence related activities. The Counselor assists the Instructional Coordinator and other Mission Excellence staff in the development of a PEP for each student. The Counselor interviews prospective Mission Excellence students, collecting and interpreting data in the area of aptitude, interests, attitude, health, and personal and social data. The Counselor, as part of the Mission Excellence staff, assists, as necessary, in the development and implementation of a PEP for each student.

3.5 The Secretary, under the direction of the Principal and the Instructional Coordinator, has duties which include dictation, typing, filing, duplicating, and other related clerical functions.

3.6 The Aide, under the direction of the Principal and the Instructional Coordinator, will perform the following activities: record noncomputerized diagnostic information needed on the PEP; assist in ordering, distributing, and storing all supplies and materials related to the Mission Excellence program; assist in compiling and maintaining records to be used in the implementation of PEP; prepare materials for use by teachers in the Mission Excellence program; maintain records of student classroom performance and assist in marking student's work; perform additional related duties as may be required by the Instructional Coordinator and other members of the Mission Excellence staff.

Development of Diagnostic Information

4. PEP Team

4.1 Survey of Data

Before setting goals for a student, one must know what the student knows and what he/she needs to learn. Establishing the present levels of educational performance involves surveying, collecting, and utilizing all available information about the student. The Mission Excellence team should first survey available data and then may add to it through formal and informal assessment. The Mission Excellence team may need student information currently on file in the school or information provided by people who have had contact with the student.

4.2 Content

Psychological reports, medical reports, developmental, social and educational histories, speech/language evaluation, and reports of educational specialists may be included in the student's file. File information can provide insights into the student's academic strengths and weaknesses and may suggest direction for programming.

4.3 Resource People

The Mission Excellence team may consider information from such resource persons as previous teachers, referring teachers, educational specialists, parents or guardians, guidance counselors, principals, home and school visitors, social workers, school nurses, and the student. Information from resource people can supplement the file data and clarify the student's past educational performance.

4.4 Data Collection

After surveying available information, the Mission Excellence team may have a good impression of how the student is functioning in instructional areas. For a clearer picture of the student's educational performance, however, it may be necessary to supplement this information with data obtained through formal and informal assessment procedures.

4.5 Junior High School PEP Diagnostic Data* includes:

1. Identification Data--printed through data processing from the pupil directory file.
2. CAT Profile--an analysis of major sub-components in mathematics and language arts printed through data processing.
3. Attendance and lateness are manually recorded. Attendance is broken into excused and unexcused absences.
4. Student's record of marks is manually recorded.
5. IRI--recorded from available data or obtained through group-administered, computer-scored test.
6. AML--percentage of correct responses printed for each sub-test area. Information taken from computer data bank.
7. CRT Instructional Level--current information is to be manually recorded.

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* Numbers refer to items in chart on page 115

8. Mathematics Instructional Level--current information is to be recorded.

9. Writing Sample Evaluation--describes briefly any weaknesses in a student's writing ability.

10. Special Instructional Programs Services--a listing which includes such designations as ESOL, Title I, skills centers, special education services, etc.

11. Personal Data--student's concerns, interests, aptitudes, minor problems, family situation, etc.

4.6 Senior High School PEP Diagnostic Data* includes:

1. Identification Data--printed through data processing from the pupil directory file.

2. CAT Profile--an analysis of major sub-components in mathematics and language arts printed through data processing.

3. Attendance--lateness--days present, absent, and late printed through data processing.

4. Marks--all senior high school marks (including behavior) printed from student scheduling information using subject selection codes. Transfer student's printout will include name of former school and subjects taken.

5. FLA - AML--percentage of correct responses printed for each sub-test area. Information taken from computer data bank.

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* Numbers refer to items in chart on page 116

6. IRI--recorded from available data or obtained through group administered, computer-scored test.
7. Writing Sample Evaluation--describes briefly any weaknesses in a student's writing ability.
8. Special Instructional Programs Services--a listing which includes such designations as ESOL, Title I, skills centers, special education services, etc.
9. Personal Data--student's concerns, interests, aptitudes, minor problems, family situation, etc.

SCHOOL DISTRICT OF PHILADELPHIA

PERSONALIZED EDUCATIONAL PROGRAM

JUNIOR HIGH SCHOOL

DIAGNOSTIC INFORMATION

STUDENT:

SCHOOL: (1)

PUPIL I.D.:

SECTION: GRADE: DATE OF BIRTH:

YEAR ENDING JUNE 19 (1)

PRINCIPAL:

CALIFORNIA ACHIEVEMENT TEST PROFILE

(2)

ATTENDANCE LATENESS

(3)

MARKS

(4)

CRT INSTRUCTIONAL LEVEL:

(7)

MATHEMATICS INSTRUCTIONAL LEVEL:

(8)

WRITING SAMPLE EVALUATION:

(9)

SPECIAL INSTRUCTIONAL PROGRAMS AND/OR SERVICES:

(10)

IRI INSTRUCTIONAL LEVEL

(5)

AML

(6)

PERSONAL DATA: (USE ADDITIONAL SPACE ON REVERSE SIDE IF NECESSARY)

(11)

SCHOOL DISTRICT OF PHILADELPHIA

DIAGNOSTIC INFORMATION

PERSONALIZED EDUCATIONAL PROGRAM

SENIOR HIGH SCHOOL

STUDENT: BOOK: GRADE: DATE OF BIRTH:

SCHOOL: (1) YEAR ENDING JUNE 19 (1)

PUPIL I.D.: PRINCIPAL:

CALIFORNIA ACHIEVEMENT TEST PROFILE:

(2)

IRI INSTRUCTIONAL LEVEL:

(6)

ATTENDANCE LATENESS

(3)

WRITING SAMPLE EVALUATION:

(7)

MARKS

(4)

SPECIAL INSTRUCTIONAL PROGRAMS AND/OR SERVICES:

(8)

PERSONAL DATA: (USE ADDITIONAL SPACE ON REVERSE SIDE IF NECESSARY)

(9)

FLA AML

(5)

5. Prescriptive Portion of PEP

5.1 Recording the data

In both junior and senior high schools, the prescriptive portion of PEP* will include:

1. Student Identification Data.
2. Goals--long-range general delineation of student needs.
3. Objectives--delineation of desired outcomes in measurable terms.
4. Strategies--procedures for attainment of objectives, materials, courses of study, texts, etc.
5. Evaluation--the means by which determination is made as to the effectiveness of strategies in meeting objectives.

5.2 Determination of Individual Student Prescription

The development of the individual student prescription is the responsibility of the Mission Excellence team which must include the principal, instructional coordinator, mathematics consulting teacher, reading consulting teacher, and counselor. Additional staff members, such as department heads or chairpersons, instructional supervisors, additional teachers, attendance workers, and home and school visitors may be included as needed. The underlying assumption for this team approach is that comprehensive diagnosis of student need is necessary to provide appropriate services and placements.

The mechanism for this team evaluation process is the PEP conference. Prior to a conference for an individual student, each team member should

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* See charts on pages 118 and 119

SCHOOL DISTRICT OF PHILADELPHIA

EDUCATIONAL PLAN

PERSONALIZED EDUCATIONAL PROGRAM

JUNIOR HIGH SCHOOL

STUDENT: SECTION: GRADE: DATE OF BIRTH:

SCHOOL: YEAR ENDING JUNE 19

PUPIL I.D.: PRINCIPAL:

GOALS	OBJECTIVES	STRATEGIES	EVALUATION

SCHOOL DISTRICT OF PHILADELPHIA

PERSONALIZED EDUCATIONAL PROGRAM

SENIOR HIGH SCHOOL

STUDENT: BOOK: GRADE: DATE OF BIRTH:

SCHOOL: YEAR ENDING JUNE 19

PUPIL I.D.: PRINCIPAL:

GOALS	OBJECTIVES	STRATEGIES	EVALUATION

review pertinent diagnostic information and prepare tentative recommendations for goals, objectives, and strategies. The instructional coordinator may invite any additional staff members to the PEP conference, as necessary. All diagnostic information should be shared, prior to the meeting with any additional participants.

At the PEP conference, all data must be reviewed and interpreted by the team's members. Additional members may be involved in the interpretation as deemed appropriate. Suggested steps of a team meeting are as follows:

1. Identifying data are presented. This includes the student's name, sex, chronological age, grade in school, and school attended.
2. A summary of the student's background is presented, including the student's history, summary of diagnostic data, and results of any current evaluations.
3. The results of the diagnostic assessment are shared and discussed by team members.
4. Each of the student's problem areas is explored in-depth to determine appropriate goals.
5. Specific objectives are enumerated.
6. Available strategies, such as tutoring, attendance follow-up, other activities, change of roster, vocational placement, etc. are discussed.
7. Team members agree on strategies and evolve evaluation techniques to measure successful implementation.

8. Assignment is made to a team member to write-up the prescription on PEP form.

9. Completed PEP is forwarded to principal for approval.